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ABSTRACT

This report presents findings based on data obtained during the prospective phase of the study of employee mobility in Head Start programs. Problems were encountered in the study, making the projection of conclusions regarding the extent of mobility in Head Start programs quite tenuous. The extent of mobility reported and the causes of mobility from the viewpoint of Head Start employees and of the organizations employing them are discussed, with supporting data from questionnaire responses. Recommendations for future data collection from Head Start organizations are made, based on the experience gained from this study. The questionnaires used are included. (Author/SA)

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Prospective Study of Employee Mobility in Head Start Programs

OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE

Washington, D. C.

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CE001789

February 15, 1974

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February 15, 1974

Mrs. Helen Howerton
Office of Child Development
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and Welfare
Room 5044
400 Sixth Street, S.W.
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Dear Mrs. Howerton:

We are pleased to submit this Final Report on a Prospective Study of Employee Mobility in Head Start programs. Submission of this report is in accordance with the requirements of our contract with the Office of Child Development.

This report presents our findings and recommendations based on data obtained during the Prospective Phase of this contract. It is organized in seven chapters and two appendixes:

- Chapter I--Summarizes the findings, conclusions, and recommendations
- Chapter II--Describes the methodology of the study

- Chapter III--Describes the responses of Head Start organizations to the reporting requirements established in ths study
- Chapter IV--Describes the extent of mobility in the sample programs
- Chapter V--Describes the causes of mobility from the viewpoint of former employees
- Chapter VI--Describes the causes of mobility from the viewpoint of Head Start organizations
- Chapter VII--Presents factors to be considered in the establishment of future reporting systems for Head Start organizations
- Appendix A--Contains the questionnaires used in the study
- Appendix B--Contains detailed mobility rates for each Head Start organization which provided adequate mobility data in both phases of the study

Since the number of organizations providing adequate mobility data was considerably smaller in the prospective phase than in the retrospective phase, interpretations of the prospective results should be viewed with caution. The prospective phase, however, did afford us the opportunity to examine the capabilities and willingness of Head Start organizations to respond to ongoing reporting requirements. We feel that our observations concerning factors in the reporting process are representative of Head Start programs in general.

The scope of this study has required the assistance and co-operation of many people in providing data for us to analyze. We appreciate the efforts put forth by Head Start organization directors and employees in preparing their responses. We also appreciate the assistance you have provided in both phases of this study.

Very truly yours,

Booz, Allen & Hamilton

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I. EXECUTIVE SUMMARY

This chapter presents the highlights of our findings from a prospective study of employee mobility in Head Start programs. This chapter is organized into the following sections:

- Responses to Ongoing Reporting Requirements
- Extent of Mobility
- Causes of Mobility
- Recommendations Concerning Data Collection From Head Start Organizations

Details concerning these four topics are presented in Chapters III through VII. Chapter II presents a discussion of the methodology employed in this study.

1. RESPONSES TO ONGOING REPORTING REQUIREMENTS

Since mobility data were gathered by requesting Head Start organizations (grantees and delegate agencies) to submit monthly mobility reports to Booz, Allen, the prospective study offered an opportunity to review the capabilities and willingness of Head Start organizations to respond to reporting requirements.

Head Start organizations demonstrated low response rates to the study requirements to submit mobility information on a monthly basis for nine consecutive periods. Only 4 organizations out of 122 originally contacted submitted the requested data for all 9 periods.

(1) Low Response Rates Partially Reflect the Nature of This Study and Its Degree of Importance to the Organizations

- Some organizations indicated that they did not feel turnover was a critical problem, and therefore they felt that information being collected was not important.
- Some organizations felt that the requirements of the retrospective phase were so extensive that they had already fulfilled their obligation to the survey.
- Some organizations lacked the staffs needed to complete the report.
- Other program priorities required the immediate attention of the staff in some organizations.
- When program directors left the organizations, usually no information regarding the significance or requirements of the survey was transmitted to new directors. A total of 16 program directors left their organizations during this phase of the survey.
- There were reorganizations among CAP agencies. Two grantees were changed and discontinued participation in the survey
- Some organizations found the requirements of completing and cross-checking numerical entries in a tabular form too complicated.

- Some organizations feared that the data would be used to criticize them for conditions such as staff positions remaining unfilled for an extended period of time.

(2) While Not Submitting Data for All Nine Periods of the Study, Many Organizations Did Submit Sufficient Mobility Data To Allow Estimates To Be Made

- Out of 122 organizations originally contacted, 51 organizations provided mobility data sufficient for inclusion in the analysis.

- Only 4 organizations submitted data for all 9 periods, while 47 organizations submitted intermittent, but sufficient, data.

(3) More Than Half the Organizations Either Submitted Insufficient Mobility Data or Refused To Participate

- Twenty-nine organizations submitted no data.

- Thirty-seven organizations submitted some data, but not enough data to allow reasonable estimates of mobility.

- Five organizations refused to participate.

- This lack of response existed despite extensive follow-up efforts by telephone and mail.

(4) Incorrect Monthly Mobility Summary Sheets Were Manifestations of a General Problem in Data Reporting

- The data collection instrument utilized to capture mobility data was the Monthly Mobility Summary Sheet, shown in Appendix A. This sheet provided a test of the organizations' abilities to process numerical data.

- Although a cross-check formula was provided in the instructions to the Monthly Mobility Summary Sheets, most organizations made reporting errors which would not have appeared if they had applied the cross-check formula.

- Continuity from one report to the next was often destroyed by such errors as not bringing forward the correct total staff-on-hand.

- Basic information, such as the unduplicated totals of staff members, was omitted from many reports.

(5) Time Delays Were Caused by the Transmission of Information Between Administrative Offices and Head Start Centers

- Confirmation of Employee Departure Questionnaires were utilized to obtain the organizations' viewpoints on employee turnover.

- Since the person most familiar with a former employee was often located in a Head Start center, this questionnaire frequently made a round trip between an administrative office and a center before being submitted to Booz, Allen.

2. EXTENT OF MOBILITY

The prospective study analyzed information concerning the outward mobility (turnover) and internal mobility (promotions, demotions, and internal lateral transfers) for 51 Head Start organizations (grantees and delegate agencies) representing 37 Head Start programs. Since mobility data for the retrospective phase were reported by almost three times the number of organizations participating in the prospective phase, conclusions drawn from the prospective data must be considered tenuous in comparison.

The available prospective mobility data have been analyzed on the basis of:

- Total mobility rates, weighted to represent the entire population of Head Start employees
- Mobility rates by four strata within the program sample
  - A (the largest programs)
  - B
  - C
  - D (the smallest programs)
- Mobility rates for professional/paraprofessional positions
- Mobility rates by Head Start component

(1) Overall Turnover Rates Were Higher in the Prospective Study Than in the Retrospective Study

- The total turnover rate in the prospective study was 16.0% and in the retrospective was 13.4% (a 3-year average).
- The prospective turnover rates were higher in every stratum than the retrospective turnover rates.

(2) While the Turnover Rate for Professional Employees Remained Constant Between the Periods of the Two Studies, The Turnover Rate for Paraprofessionals Increased Substantially

- The total turnover rates for professional employees hovered around 14.7% in both studies.
- The total turnover rate for paraprofessionals was 17.3% in the prospective phase, as opposed to 12.4% in the retrospective phase.
- Job titles of professionals and paraprofessionals are listed on Page A(4) of Appendix A.

(3) The Education Component Had the Highest Component Turnover in the Prospective Phase

- In the prospective phase, the education component showed a turnover rate of 19.3%.
- In the retrospective phase, the health and social services components had the highest turnover rates (15.6% and 15.7%).

(4) Promotion Rates Were Much Lower in the Prospective Phase Than in the Retrospective Phase

- The prospective phase total promotion rate was 2.9%, compared to a 3-year average of 6.9% in the retrospective phase.
- The prospective phase promotion rates are much lower in each of the four strata than the corresponding retrospective rates.
- The apparent decline in promotions may be attributed to incomplete reporting by Head Start organizations, since several large programs reported no promotions during the prospective phase.

(5) Administration Was the Only Component To Show a Higher Promotion Rate in the Prospective Phase Than in the Retrospective Phase

- The administration component promotion rate increased slightly from 4.4% to 4.9%.
- Nutrition was the component with the second highest promotion rate ([illegible].8%) in the prospective phase.

(6) Almost All Internal Lateral Transfer Rates and Demotion Rates by Stratum Were Less Than 1% in the Prospective Phase

- Only Stratum C (1.6%) had a demotion rate above 1%.
- These rates are too low to have significance in terms of program operations or policy.

(7) The Relationships Between Turnover Rates and Promotion Rates by Stratum Are Consistent Between the Retrospective and Prospective Phases

- In both phases, turnover rates were:
    - Highest in Stratum D
    - Second highest in Stratum A
    - Third highest in Stratum C
    - Lowest in Stratum B
- In both phases, promotion rates were:
    - Greater in Stratum B than A
    - Greater in Stratum C than B
    - Less in Stratum D than C
    - Highest in C and lowest in A

3. CAUSES OF MOBILITY

Causes of mobility were addressed from both the former employees' and the organizations' view. As discussed in the following paragraphs, these two viewpoints were in general agreement.

(1) Individuals Decided To Become Employed in Head Start Because They Liked Working With Children and Because They Felt Head Start Allowed Them To Do Something Useful for Others

- More than half of the former employee responses concerning the two most important reasons for deciding to work in Head Start pertained to working with children or helping other people.

  The third most frequently mentioned reason was that the work seemed interesting.

(2) The Principal Reasons Why Individuals Leave Head Start Are More Often Related to Personal Circumstances Than to Dissatisfaction With the Program or Attraction to Another Job

- Both former employees and their organizations listed reasons related to personal circumstances in about 45% of the cases in which specific principal reasons were given. Personal circumstances include:

  - Marriage
  - Personal or family responsibilities
  - Pregnancy
  - Illness
  - Moving away
  - Pursuit of education
  - Retirement

- Former employees and their organizations were also consistent with their proportions of departures attributed to terminations or layoffs--17% in both cases.

- The desire for a better job was the cause in about 25% of the cases, with the organizations citing this reason more often than the former employees.

- Dissatisfaction with Head Start or a mutual employee/program decision was the cause of turnover in about 12% of the cases, with the former employees citing this reason more often than the organizations.

- In response to a question probing for reasons in addition to the principal reason for leaving Head Start, former employees tended to cite dissatisfaction with Head Start more than additional personal considerations.

(3) Teacher Turnover Was Frequently Related to the Teacher's Own Decision To Leave, Whereas Teacher Aide Departures Were More Frequently Attributed to Decisions Outside of Their Own Control

- The official reasons given for leaving Head Start showed that the percentage of teachers leaving to take a better job was 57%, while the corresponding percentage of teacher aides leaving for that reason was 27%.

- The reasons given also showed that in only 12% of the teacher departures, the decision to leave was outside of the teacher's exclusive control. In contrast, 31% of the teacher aide departures were attributed to decisions outside of their own control.

(4) More Than Half of the Employees Reported That Their Feelings Toward the Program in Which They Worked Changed During Their Employment

- The most frequent change was that employees began to feel that supervisors were difficult to work with.
- Although feelings often changed toward specific programs, almost 90% of former employees continued to believe that Head Start is a worthwhile concept.

(5) Although Dissatisfaction With Head Start Was Not the Major Cause of Turnover, the Head Start Experiences of Most Former Employees Include Some Areas of Dissatisfaction

- Former employees usually did not have upward mobility while in Head Start. Almost two-thirds reported that they had held only one position in Head Start.
- More than half of the former employees reported having had problems with supervisors and co-workers.
- Only 38% of the former employees received enough of the type of training they desired.

(6) Organizations Felt That Fewer Than Half of the Departures Had Any Impact on the Programs

- Only 44% of the departures were considered to have had impact on the program.
    - Helpful impact--9%
    - Harmful impact--35%

- For the component in which the former employee had worked, 55% of the departures were considered to have had impact.
    - Helpful impact--10%
    - Harmful impact--45%
- Almost two-thirds of the positions vacated had been refilled when the Confirmation of Employee Departure Questionnaire was completed, usually within a month following the departure.
- Vacancies were filled more often by external hire than from within.

(7) Almost Half the Former Employees Were Employed at Another Job at the Time They Completed the Questionnaire

- Of the former employees, 45% were employed.
    - Full time--35%
    - Part time--10%
- An additional 32% were looking for employment.
- Of those employed, 30% reported that their current work was similar to their Head Start work.
- Salary considerations were the most frequent reasons cited in accepting other employment. Of those respondents who provided a comparison between their current salaries and their former Head Start salaries, two-thirds said that their current salaries were higher.

4. RECOMMENDATIONS CONCERNING DATA COLLECTION FROM HEAD START ORGANIZATIONS

The experience in collecting data on a monthly basis from Head Start organizations has shown that several factors must be considered if additional reporting systems for Head Start organizations are to be established.

(1) There Must Be Incentives for the Organizations To Comply With Reporting Requirements

- Organizations must feel that the information supplied is ultimately of importance to them and that they will be provided feedback of the kinds of data which will enable them to improve their operations or services.

- If the nature of the data will not allow such importance or feedback, then compliance must be mandated by higher authority.

(2) The Effort To Be Expended in Meeting Reporting Requirements Must Be Reasonable in Terms of Staff Availability

- In many organizations, a significant increase in reporting requirements would require more manpower than that now available within existing staffs.

- Before introducing more requirements, an assessment should be made of the total of reporting requirements already imposed on Head Start organizations

(3) Training of Head Start Staff in the Proper Completion of Reports Will Be a Necessity for Most Reporting Systems

- Providing instructions for the completion of reports containing numerical data did not ensure accuracy. Although a cross-check formula was supplied for verifying accuracy, many organizations submitted erroneous reports until the verification process had been explained several times.

- If reporting requirements are at all complex, on-site training should be provided before implementing the system.

(4) The Nature and Timing of the Data Required Should Dictate the Appropriateness of Establishing Ongoing Reporting Requirements

- Basic information that must be maintained on a current basis in order for the Office of Child Development to manage its affairs is appropriately obtained through a reporting system
  - Changes in grantees or delegate agencies should be reported frequently, e.g., monthly.
  - Changes in numbers of centers, children enrolled, and staff sizes should be reported regularly, but on a less frequent basis, e.g., semiannually.
- Special research on topics such as employee mobility can be adequately obtained through a one-time study, as was the case in the retrospective phase of this study.

* * * *

In summary, in the prospective phase of the employee mobility study: (1) turnover rates were found to have increased and promotion rates to have decreased, although low response rates greatly diminish the statistical significance of these rates; (2) a larger amount of turnover continues to be caused by personal circumstances than by program deficiencies; (3) the impact of turnover continues to be either mild or nonexistent; and (4) the capability of Head Start organizations to respond to extensive reporting requirements is generally lacking.

II. METHODOLOGY

This chapter discusses how the sample was selected for this survey, the methodology of data collection, and responses of employees who left the Head Start organizations. The responses of the organizations themselves are discussed in Chapter VI.

1. SAMPLE SELECTION

In the retrospective phase of this study, 70 programs were selected on a stratified basis in accordance with ranking of Federal funding of the programs. The population of Head Start programs was divided into four strata, each representing 25% of the total 1971 Head Start Federal funding. The sample was drawn as follows:

Stratum	Federal Program Funding Range (000)	Number of Programs Selected	Method of Selection
A	$2,027-13,405	10	Selected to achieve maximum geographic variation
B	$695-2,014	20	Random
C	$252-668	20	Random
D	$1-252	20	Random

The same 70 programs were also asked to participate in this prospective phase of the study. During the retrospective phase, all grantee organizations and selected delegate agency organizations were chosen to be visited and to complete the Current Employee Questionnaires. In contacting the 124 selected organizations, it was learned that 2 grantee organizations did not have any Head Start employees. The remaining 122 organizations thus became the target of the prospective phase methodology, which was designed to track mobility in these organizations for the period of December 1, 1972, through November 30, 1973.

2. METHODOLOGY OF DATA COLLECTION

Mobility information was gathered through use of three instruments, each included in Appendix A of this report:

- Monthly Mobility Summary Sheet
- Former Employee Questionnaire
- Confirmation of Employee Departure Questionnaire

The results from these questionnaires form the basis of our conclusions concerning the extent, causes, and impacts of mobility for purposes of this report. Because the retrospective study achieved a much higher response rate and included on-site interviews as well as self-administered questionnaires, its findings should be viewed as more conclusive than the findings in this study.

(1) The Monthly Mobility Summary Sheet Obtained Data Concerning Turnover, Promotions, Demotions, and Lateral Transfers

The Monthly Mobility Summary Sheet gathered data similar to that obtained by Question 50 of the Delegate Agency Project Data Questionnaire utilized in the retrospective phase. Because some individuals work in more than one component, the unduplicated total line on the Monthly Mobility Summary Sheet may differ from the sum of the component totals. The form was designed to enable computations of mobility at both the component and unduplicated total levels.

(2) The Confirmation of Employee Departure Questionnaires and Former Employee Questionnaires Obtained Data Concerning Causes of Mobility From the Views of the Organizations and the Employees

These two questionnaires were slightly modified versions of the questionnaires of the same names utilized in the retrospective study. The modifications consisted of the addition of several questions as well as additional alternative responses to existing questions. These changes were made in order to:

- Test additional variables relating to mobility as uncovered in the retrospective study
- Examine point-in-time perceptions of causes of turnover by both the former employees and the program supervisors
- Detect changes in employee feelings and attitude between the time they responded to the retrospective study and the time they left Head Start

The Confirmation of Employee Departure Questionnaire provided organizational perceptions of mobility impact as well as causes of mobility.

(3) Head Start Organizations Were Asked To Submit the Appropriate Questionnaires Each Month or Indicate That No Changes in Staffing Had Occurred During That Month

The Monthly Mobility Summary Sheet along with appropriate Confirmation of Employee Departure Questionnaires were to be completed each month by each organization and mailed to Booz, Allen. If no changes had occurred, the organization was requested to relay this information by phone or by a prepaid return postcard.

(4) The Completed Confirmation of Employee Departure Questionnaires Triggered the Mailing of Questionnaires to Former Employees

The Confirmation of Employee Departure Questionnaires provided the last known address of employees terminating during the period of the prospective study. Using these addresses, we mailed out Former Employee Questionnaires along with self-addressed prepaid envelopes.

* * * *

The extent of responses by Head Start organizations and our follow-up efforts in contacting organizations that did not respond are discussed in the next chapter.

III. THE RESPONSE OF HEAD START ORGANIZATIONS TO ONGOING REPORTING REQUIREMENTS

The purpose of this chapter is to discuss the:

- Response rate of Head Start organizations
- Follow-up efforts extended in attempting to achieve full participation in the survey
- Organization reporting capabilities as evidenced by the quality of data submitted and the timing of submission

1. ORGANIZATION RESPONSE RATES PARTIALLY REFLECT THE NATURE OF THIS STUDY AND ITS DEGREE OF IMPORTANCE TO THE ORGANIZATIONS

Conclusions regarding the capability of Head Start organizations to provide accurate data on a regular basis are limited by the nature of this survey and the organizations' perception of the significance of the survey. These limitations include:

- Organizations indicated that they did not feel turnover was a critical problem, and therefore they felt that information being collected was not important.
- Organizations felt that the requirements of the retrospective phase were so extensive that they had fulfilled their obligation to the survey.

There were additional problems that were not unique to this survey and that could operate in the establishment of other reporting systems:

- Organizations lacked the staffs needed to complete the report.
- Other program priorities required the attention of the staff.
- When program directors left the organizations, usually no information regarding the significance or requirements of the survey was transmitted to new directors. A total of 16 program directors left their organizations during this phase of the survey.
- There were reorganizations among CAP agencies. Two grantees were changed and discontinued participation in the survey.
- Some organizations found the requirements of completing and cross-checking numerical entries in a tabular form too complicated.
- Some organizations feared that the data would be used to criticize them for such conditions as indicating that a staff position remained unfilled for an extended period of time.

2. ALTHOUGH FEW ORGANIZATIONS REPORTED DATA FOR ALL NINE REPORTING PERIODS OF THE STUDY, MANY SUBMITTED SUFFICIENT DATA TO ALLOW ESTIMATES TO BE MADE OF THE DATA THAT WOULD HAVE BEEN SIGNIFICANT IN THE MISSING REPORT

A total of 51 organizations out of the 122 originally contacted provided data sufficient for inclusion in the analysis. Of these, four submitted data for all nine months. The remaining 47 submitted reports intermittently, but frequently enough to allow the missing reports of intervening months to be reconstructed from the available data.

3. MORE THAN HALF OF THE ORGANIZATIONS WERE EXCLUDED FROM THE ANALYSIS EITHER PECAUSE THEY SUBMITTED INSUFFICIENT DATA OR BECAUSE THEY REFUSED TO PARTICIPATE

Seventy-one organizations were excluded from the analysis. The reasons for exclusion were:

- Submitted no data--29
- Submitted some data but not consistently during the 9 months--37
- Refused to participate--5

It should be noted, in contrast, that only one Head Start organization completely refused to participate in the retrospective phase. The smaller participation in the prospective phase may be attributed to the same factors as were discussed in Section 1 of this chapter.

4. AN EXTENSIVE FOLLOW-UP WAS CONDUCTED BY TELEPHONE AND BY MAIL

The following paragraphs detail the chronology of the follow-up effort involved in this survey:

- During the first month of the survey, all organizations were contacted by phone to urge their participation in the survey.
- During the following two months, only those organizations that failed to submit the material by the deadline were contacted by phone.
- During the summer months, no follow-up was conducted.
- A follow-up letter was mailed to all organizations at the end of the summer to urge their continued participation in the survey.
- After the deadline of the September report, all organizations were again contacted by mail, either to acknowledge Booz, Allen's receipt of the report or to urge the organization to submit the report.

5. INCORRECT MOBILITY SHEETS WERE MANIFESTATIONS OF A GENERAL PROBLEM IN DATA REPORTING

Often the organizations sent incomplete Monthly Mobility Summary Sheets. The most common error was neglecting to complete line 10, "Unduplicated Totals," which was to have indicated the total staff size. This information was essential since often an individual served in more than one component, and inaccuracies would have resulted if totals were calculated simply by summing the component entries.

Several other types of errors occurred frequently:

- Simple arithmetic errors occurred and could be corrected by reviewing the summary sheets.
- Totals were not correctly carried over from the previous month.
- Organizations did not follow the formula that was provided in the instructions for the summary sheets and that would have allowed columns to be checked against each other.

Most of the errors necessitated returning the mobility sheets to the agency and asking that they be corrected. This caused the organization to fall behind in its report submissions when the effort to review and correct the previous month's report overlapped with the current month.

6. MATERIALS THAT WERE SENT BETWEEN THE CENTERS AND THE ORGANIZATIONS' ADMINISTRATIVE OFFICES ENTAILED A CONSIDERABLE TIME LAG

Confirmation of Employee Departure Questionnaires were sent to the organizations' administrative offices with the expectation that they be completed by each former employee's supervisor. This person was frequently located in one of the centers. In such cases, the questionnaire was sent from the administrative office to the center and back to the administrative office before being returned to Booz, Allen. This process sometimes involved more than a month and often caused the mobility report to be late.

In addition, some Confirmation of Employee Departure Questionnaires were returned to Booz, Allen without the former employees' addresses. These questionnaires had to be sent back to the Head Start organizations to obtain complete information.

* * * *

In view of the fact that only 4 of 122 organizations submitted mobility sheets for all 9 reporting periods as requested, it appears that extensive reporting requirements of this nature placed upon Head Start organizations would not result in a comprehensive and accurate flow of information to national headquarters. Recommendations concerning reporting systems are discussed in Chapter VII.

IV. EXTENT OF MOBILITY

This chapter discusses the mobility patterns of employees in Head Start programs, based on a statistical analysis of the data reported in the prospective phase of the study. The analysis focuses on two general modes of employee mobility:

- Outward mobility (turnover)
- Internal mobility (promotions, demotions, and internal lateral transfers)

The chapter is organized into the following sections:

- The measurement of mobility
- Outward mobility by stratum and component
- Internal mobility by stratum and component
- Comparisons of mobility between prospective and retrospective phases

Because adequate information was reported by only 51 organizations in the prospective phase, compared with 144 in the retrospective phase, the analysis of the extent of mobility presented in this chapter is less comprehensive than the analysis presented in the retrospective phase. As a result of the low response rate, the statistical uncertainty of the data from the prospective phase is increased by several orders of magnitude. This increased uncertainty makes the projection of conclusions regarding the extent of mobility in all Head Start programs quite tenuous.

In addition, the low response rate in the prospective phase significantly reduces the validity of comparing mobility in 1973 with the data from previous years as reported in the retrospective phase of the study. Consequently, the report limits the extent of the comparisons of the prospective data with the data presented in the retrospective phase report. Included are comparisons of mobility reported by those 44 organizations for which adequate data were submitted in both phases of the study. (Seven organizations reporting adequate data in the prospective phase did not submit adequate data for purposes of the retrospective analysis.)

1. THE MEASUREMENT OF MOBILITY

This section discusses the analytical approach and the statistical techniques used to determine the extent of mobility observed in the prospective study, which covered the 12-month period of December 1, 1972, through November 30, 1973.

(1) The Extent of Employee Mobility Is Analyzed on a "Program" Basis

In this report, a distinction is drawn between "Program" and "Organization:"

- "Program" refers to the Head Start staff and activities of a grantee agency and of its associated delegate agencies
- "Organization" refers to any one of the entities involved in a particular Head Start program, e.g.:
    - A grantee agency Head Start staff
    - A delegate agency Head Start staff (including center personnel)
- In two instances, "Program" and "Organization" become interchangeable:
    - When a program has no delegate agencies, i.e., all center personnel are employees of the grantee agency
    - When a program has no Head Start personnel in the grantee agency and it has only one delegate agency

Although information was collected by organization, data relating to the extent of mobility are reported on a program basis so that mobility can be projected by stratum and region for the entire Head Start population.

(2) The Data Reported in This Chapter Represent the Mobility Reported by 37 Head Start Programs From a Stratified Sample

The reported programs are a stratified cross section of Head Start programs.

- Exhibit I, following this page, compares the regional distribution of the reported programs with that of the total population of Head Start programs (1971 Office of Economic Opportunity data).
- The reported programs represent approximately 4.2% of the total population of programs.

The data for the 37 programs, presented in the prospective phase, are derived from data accumulated from 51 Head Start organizations, including both grantee and delegate agencies. Details regarding the use of stratifying techniques in sample selection were presented in Chapter II.

(3) Data From Programs in Which Not All Delegate Agencies Were Sampled Were Adjusted To Represent the Total Staff Sizes of These Programs

In some cases, data were accumulated from less than 100% of the delegate agencies in a program. In these instances, the data were expanded to represent the total employees in the programs. These adjustments were necessary so that all programs could be represented by their actual number of total employees.

EXHIBIT I

Office of Child Development
Department of Health, Education, and Welfare

HEAD START PROGRAMS BY REGION

All Head Start Programs

	STRATUM				
Region	A	B	C	D	Total
I	1	2	9	54	66
II	2	4	11	51	68
III	1	5	22	61	89
IV	4	24	55	100	183
V	3	6	18	108	135
VI	1	14	27	90	132
VII	-	4	13	39	56
VIII	-	1	4	38	43
IX	1	8	17	27	53
X	1	-	6	31	38
Total	14	68	182	599	863

Reported Sample Programs

	STRATUM				
Region	A	B	C	D	Total
I	-	-	1	3	4
II	1	-	-	-	1
III	1	-	2	3	6
IV	-	5	3	1	9
V	1	1	-	2	4
VI	-	-	-	2	2
VII	-	1	1	-	2
VIII	-	1	-	1	2
IX	1	3	-	-	4
X	1	-	1	1	3
Total	5	11	8	13	37

The adjustments were made by using "program weighting factors." The "weighting factor" for a program was calculated by dividing the average number of employees in the program during the prospective phase by the number of employees for which prospective mobility data were reported. All staff positions and mobility data in a program were multiplied by the program's weighting factor. The program factors used in the prospective phase are shown in Exhibit II, following this page. For other programs, it was not necessary to use program weighting factors because the reported data encompassed all the employees of the programs.

The use of program weighting factors allows each program to be represented by its actual number of total employees without changing the mobility rates reported for each program. This is true because in applying weighting factors both the numerator (number of turnovers or promotions) and the denominator (number of reported employees) are multiplied by the same number. The only effect of program weighting factors is to make all programs comparable by representing their relative size by their actual number of employees.

EXHIBIT II (1)

Office of Child Development
Department of Health, Education, and Welfare

PROGRAM WEIGHTING FACTORS

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STRATUM A

Agency for Child Development, New York, New York	$\frac{1330}{125}$	=	10.64
United Planning Organization, Washington, D. C.	$\frac{526}{83}$	=	6.34
Chicago Committee on Urban Opportunity, Chicago, Illinois	$\frac{910}{262}$	=	3.47
Greater Los Angeles Community Action, Los Angeles, California	$\frac{1525}{528}$	=	2.89
City and County Consortium, Seattle, Washington	$\frac{202}{47}$	=	4.30

STRATUM B

Community Relations/Social Development Committee Milwaukee, Wisconsin	$\frac{186}{65}$	=	2.86
Denver Head Start, Denver, Colorado	$\frac{297}{44}$	=	6.75
Orange County Community Action Council Santa Ana, California	$\frac{104}{43}$	=	2.42
Riverside County Schools Riverside, California	$\frac{204}{55}$	=	3.71
Dependency Prevention Commission of San Bernardino San Bernardino, California	$\frac{347}{19}$	=	18.26

EXHIBIT II (2)

BEST COPY AVAILABLE

STRATUM C

Montgomery County Department of Community Development Rockville, Maryland	$\frac{122}{113}$ =	1.08

STRATUM D

Muskegon-Oceana CAAP Muskegon, Michigan	$\frac{42}{19}$ =	2.21
Kno-Ho-Co Tri County CAA Warsaw, Ohio	$\frac{22}{10}$ =	2.20

After program weighting factors were applied, staff position and mobility data from all programs in a given stratum were summed, giving the total mobility data for the stratum sample.

(4) Data in Each Stratum Were Adjusted To Represent the Total Employees in the Population Contained in the Stratum

To make the data in a stratified sample statistically comparable, the data in each stratum must be adjusted so that the sample programs in each stratum become a representation of all Head Start programs in the stratum. Even when the sample size is much smaller than expected, as is the case in this prospective phase, no valid comparisons can be made until the data are adjusted to represent the relative size of each stratum. As in the retrospective phase of the study, the reported sample of programs in Strata A, B, and C represents a much larger percentage of total programs than is represented by the sample program in Stratum D. Simply adding the stratified data, without adjusting for relative stratum size, would give unrepresentative emphasis to mobility in the larger programs.

The statistical technique used to analyze a stratified sample is to multiply the data in each stratum by a weighting factor so that the data in each stratum are statistically comparable.

- Each stratum weighting factor was calculated by dividing the total number of programs in the stratum by the number of reported sample programs.
- The total number of programs in each stratum was calculated from the 1971 OEO data, which were the bases of the sample selected. In a similar manner, weighting factors were calculated for programs within regions within strata.
- All staff positions and mobility data in a stratum were multiplied by the stratum's weighting factor to give weighted total turnover and promotion rates for the stratum.
- The stratum and region weighting factors used in the prospective phase are shown in Exhibit III, following this page.

The use of stratum weighting factors does not affect the mobility rates within each stratum since the same weighting factors are applied to both numerators and denominators. Their only effect is to make the data in all four strata statistically comparable.

After stratum weighting factors were applied, the weighted total numbers of staff positions and mobility data were summed for all four strata, giving the weighted total mobility rates for all programs.

EXHIBIT III

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTING FACTORS BY STRATUM AND REGION

Region	Stratum A	 B	 C	 D
I	-	-	$\frac{9}{1} = 9$	$\frac{54}{3} = 18$
II	$\frac{2}{1} = 2$	-	-	-
III	$\frac{1}{1} = 1$	-	$\frac{22}{2} = 11$	$\frac{61}{3} = 20.33$
IV	-	$\frac{24}{5} = 4.8$	$\frac{55}{3} = 18.33$	$\frac{100}{1} = 100$
V	$\frac{3}{1} = 3$	$\frac{6}{1} = 6$	-	$\frac{108}{2} = 54$
VI	-	-	-	$\frac{90}{2} = 45$
VII	-	$\frac{4}{1} = 4$	$\frac{13}{1} = 13$	-
VIII	-	$\frac{1}{1} = 1$	-	$\frac{38}{1} = 38$
IX	$\frac{1}{1} = 1$	$\frac{8}{3} = 2.67$	-	-
X	$\frac{1}{1} = 1$	-	$\frac{6}{1} = 6$	$\frac{31}{1} = 31$
Total Weighting Factors by Stratum	$\frac{14}{5} = 2.80$	$\frac{68}{11} = 6.18$	$\frac{182}{8} = 22.75$	$\frac{599}{13} = 46.08$

2. OUTWARD MOBILITY BY STRATUM AND COMPONENT

This section presents an analysis of the outward mobility, or turnover, reported in the prospective phase. Turnover rates are presented:

- By stratum
- For professional and paraprofessional employees
- By program component

Turnover rates are not analyzed on a geographic basis by region, as they were in the retrospective phase. Such analysis was not possible because programs did not report data in too many of the strata in each of the 10 regions. Insufficient data were reported for 18 of the 40 possible geographic combinations (10 regions times 4 strata in each region), or 45% of the total combinations.

(1) Turnover Rates Were Determined in the Same Manner as in the Retrospective Phase of the Study

A program's turnover rate is calculated as the total number of reported turnovers divided by the average number of staff positions reported on the Monthly Mobility Summary Sheets during the prospective phase. Turnovers include losses due to resignation or termination and losses due to lateral transfers out of Head Start.

(2) Overall Turnover Rates Reported in the Prospective Phase Were Higher Than Those in the Retrospective Phase

The weighted total turnover rates for each stratum for both professional and paraprofessional employees are shown in Exhibit IV, following this page. Both prospective phase turnover rates and average retrospective phase rates are presented.

The weighted total turnover rate for the prospective phase is 16.0%, compared with a three-year average of 13.4% in the retrospective phase of the study. Total turnover rates in each of the four strata are also higher in the prospective phase than they were in the retrospective phase. Because the prospective phase mobility rates were calculated from a much smaller number of programs, the higher reported turnover rate may not be indicative of an actual increase in outward mobility among all Head Start programs during 1973.

(3) The Prospective Phase Data Show Shifts in Turnover Rates Between Professional and Paraprofessional Employees

The definitions used for the terms "professional" and "paraprofessional" are the same as those used in the

EXHIBIT IV

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTED TOTAL TURNOVER RATES BY STRATUM

	Retrospective Phase (3 year average)			Prospective Phase (1973)		
	Professional	Paraprofessional	Total	Professional	Paraprofessional	Total
Stratum A	16.9%	12.6%	14.4%	17.6%	18.3%	18.0
Stratum B	10.0%	6.9%	8.1%	5.1%	12.5%	9.3
Stratum C	12.4%	12.3%	12.4%	13.0%	20.3%	16.3
Stratum D	20.5%	19.7%	20.0%	28.2%	22.3%	25.1
TOTALS	14.8%	12.4%	13.4%	14.6%	17.3%	16.0

retrospective phase of the study. Professional employees are defined as employees who were in supervisory capacities or were component heads. This includes all teachers and all administrative personnel other than secretaries or clerks. All other employees are defined as paraprofessionals. These definitions were standardized so that data from all reporting programs would be comparable.

In the retrospective phase, turnover rates for professional employees were higher than those for paraprofessionals in all four strata, as was shown in Exhibit IV. In the prospective phase, turnover rates are higher for professional employees in only one stratum, Stratum B. The weighted total turnover rate for professional employees is almost identical in the retrospective and prospective phases (14.8% versus 14.6%), but the total turnover rate reported for paraprofessionals is higher in the prospective phase (17.3% versus 12.4%).

Because of the small number of programs reporting in the prospective phase, it cannot be said with certainty whether the reported data actually reflect a nationwide increase in turnover among paraprofessional employees in 1973.

(4) Prospective Phase Turnover Is Highest in the Education Component

Exhibit V, following this page, presents weighted total turnover rates by component for both the retrospective and prospective phases of the study. Turnover rates in five of nine components--education, parent involvement, nutrition, administration, and psychological--are higher in the prospective phase than they were in the retrospective phase. In the prospective phase, the education component shows the highest turnover rate (19.3%); in the retrospective phase, health and social services had the highest turnover rates (15.6% and 15.7%).

Again, because of the much smaller data base in the prospective phase, it cannot be said whether or not these figures represent a significant increase in turnover among all Head Start teachers and teacher aides during the past year.

3. INTERNAL MOBILITY BY STRATUM AND COMPONENT

This section presents an analysis of the internal mobility reported in the prospective phase of the study. Internal mobility includes promotions, demotions, and internal lateral transfers. Promotion rates are presented by stratum and by Head Start

EXHIBIT V

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTED TOTAL TURNOVER RATES BY COMPONENT

	Retrospective Phase (3-Year Ave.)	Prospective Phase (1973)
Education	14.8%	19.3%
Health	15.6	7.0
Social Services	15.7	11.1
Parent Involvement	11.8	15.2
Nutrition	10.2	16.8
Staff Training	14.3	7.6
Volunteer	7.6	3.7
Administration	9.0	15.8
Psychological	8.0	16.5
Total	13.4%	16.0%

component. Internal lateral transfer rates and demotion rates are presented only by stratum. Because of the lack of adequate data, as was discussed in the introduction to Section 2, prospective phase internal mobility is not analyzed on a geographic basis.

Promotion rates are calculated in the same manner as was used in the retrospective phase of the study. A program's promotion rate is equal to the total number of reported promotions divided by the average number of staff positions reported during the prospective phase. Internal lateral transfer rates and demotion rates were determined in a similar manner.

(1) Promotion Rates in All Four Strata Are Much Lower in the Prospective Phase

Weighted total promotion rates by stratum are presented in Exhibit VI, following this page. Both prospective phase promotion rates and average retrospective phase rates are presented.

The weighted total promotion rate for the prospective phase is 2.9%, compared with a three-year average of 6.9% in the retrospective phase. Promotion rates are also much lower in each of the four strata for the prospective phase.

These very low turnover rates reported in the prospective phase appear to be the result, in part, of incomplete

EXHIBIT VI

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTED TOTAL PROMOTION RATES BY STRATUM

	Retrospective Phase (3-Year Ave.)	Prospective Phase (1973)
Stratum A	6.3%	1.1%
Stratum B	7.4	2.4
Stratum C	9.0	5.2
Stratum D	4.4	3.2
Total	6.9%	2.9%

reporting by Head Start organizations. For example, none of the organizations participating in the study from the Head Start programs in New York City, Chicago, or Washington, D. C., reported even a single promotion during the time period covered in the prospective phase.

(2) Promotion Rates Reported in the Prospective Phase Are Lower Than Those in the Retrospective Phase in Every Component Except Administration

Exhibit VII, following this page, presents weighted total promotion rates by component for both the retrospective and prospective phases of the study. Promotion rates in every component are lower in the prospective phase than in the retrospective phase, except in the administration component where the promotion rate increased from 4.4% to 4.9%. The two components which show the highest promotion rate in the prospective phase are nutrition (4.8%) and administration (4.9%). These components ranked fifth and eighth, respectively, in promotion rates of components in the retrospective phase.

Because of the small number of programs which participated in the prospective phase and the apparently incomplete reporting of promotions by those which did participate, it is impossible to tell whether these data reflect

EXHIBIT VII

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTED TOTAL PROMOTION RATES BY COMPONENT

	Retrospective Phase (3-Year Ave.)	Prospective Phase (1973)
Education	7.5%	3.4%
Health	5.7	1.4
Social Services	6.9	1.8
Parent Involvement	4.9	1.5
Nutrition	6.1	4.8
Staff Training	13.2	0
Volunteer	6.4	0
Administration	4.4	4.9
Psychological	0.4	0
Total	6.9%	2.9%

any actual shifts in promotions by component among all Head Start programs throughout the nation during 1973.

(3) Internal Lateral Transfer Rates and Demotion Rates Reported in the Prospective Phase Are Very Low in All Strata

Exhibit VIII, following this page, presents prospective phase rates of internal lateral transfers and demotions. No comparisons with the retrospective phase are possible because these data were not analyzed in the retrospective phase of the study.

As the exhibit shows, all strata have internal lateral transfer rates of less than 1%, and only Stratum C (1.6%) has a total demotion rate above 1%. These rates are too low to be of significance in terms of their impact on program operations or policy. In fact, within the limits of statistical significance, the rates in all strata are effectively zero.

4. COMPARISONS OF MOBILITY BETWEEN PROSPECTIVE AND RETROSPECTIVE PHASES

The two previous sections have presented mobility data from the prospective phase of the study in a manner similar to that presented in the retrospective phase. This section will make several other comparisons of the data in order to gauge the

EXHIBIT VIII

Office of Child Development
Department of Health, Education, and Welfare

WEIGHTED TOTAL DEMOTION AND INTERNAL LATERAL TRANSFER RATES BY STRATUM

	Prospective Phase*	
	Internal Lateral Transfer Rate	Demotion Rate
Stratum A	0.2%	0.1%
Stratum B	0.3%	0.4%
Stratum C	0.5%	1.6%
Stratum D	0	0.6%
TOTAL	0.3%	0.6%

*Data not analyzed in retrospective phase of the study significance of the prospective phase data and to test their consistency with the data from the retrospective phase. The following two questions of comparability between the prospective and retrospective phases will be examined:

- Are the relationships between turnover rates and promotion rates found in the retrospective phase also found in the prospective phase ?
- How do turnover rates and promotion rates change between the retrospective phase and the prospective phase for those organizations which provided mobility data in both phases?

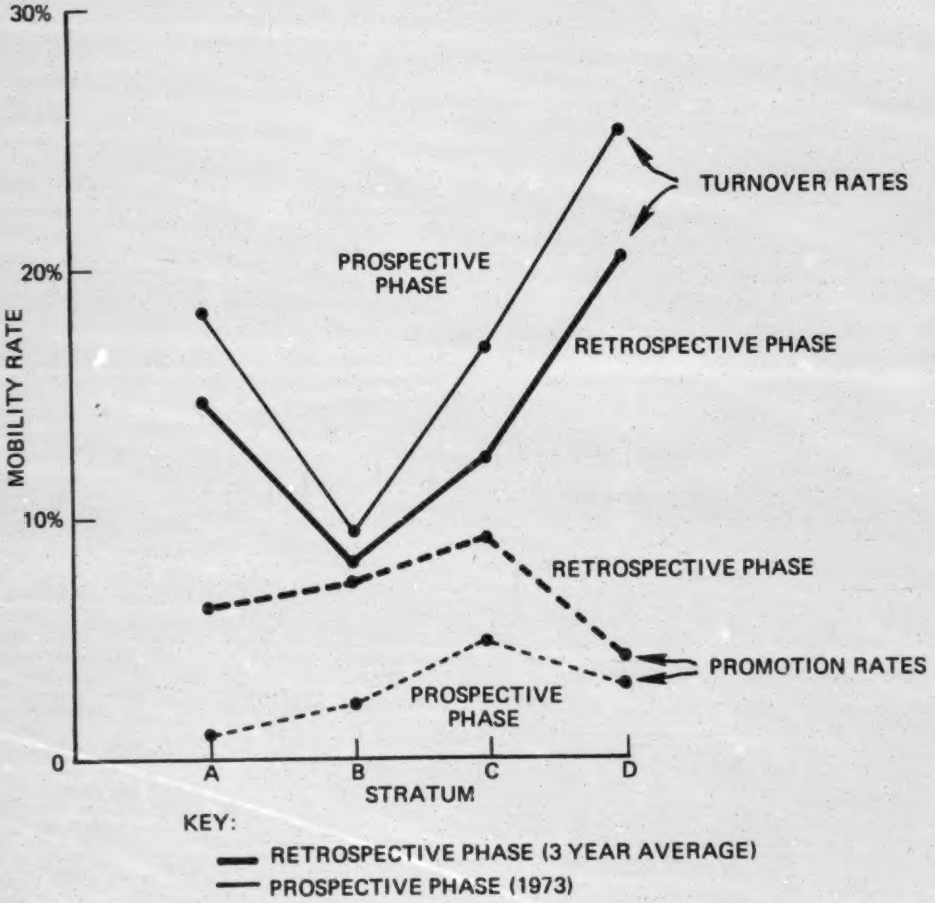
(1) The Relationships Between Turnover Rates and Promotion Rates by Stratum Are Consistent Between the Retrospective and the Prospective Phases of the Study

A graphical representation of the relationships between turnover rates and promotion rates by stratum is presented in Exhibit IX, following this page. As the exhibit shows, the relationships which were found between turnover rates and promotion rates by stratum in the retrospective phase were repeated in the prospective phase. Although turnover rates were consistently higher in the prospective phase, in both phases turnover rates declined between Strata A and B, rose from Stratum B to C and again to D, and reached their highest level in Stratum D.

EXHIBIT IX

Office of Child Development
Department of Health, Education, and Welfare

RELATIONSHIPS BETWEEN TURNOVER RATES AND PROMOTION RATES BY STRATUM



Likewise, promotion rates in both phases of the study change consistently between strata. In both phases promotion rates rose from Stratum A to B and C and declined between Strata C and D. These findings tend to confirm the relationships between turnover and promotions presented in the retrospective phase report.

(2) The Changes in Turnover Rates by Year Between the Retrospective and Prospective Phases Are Consistent, But the Changes in Promotion Rate by Year Are Not

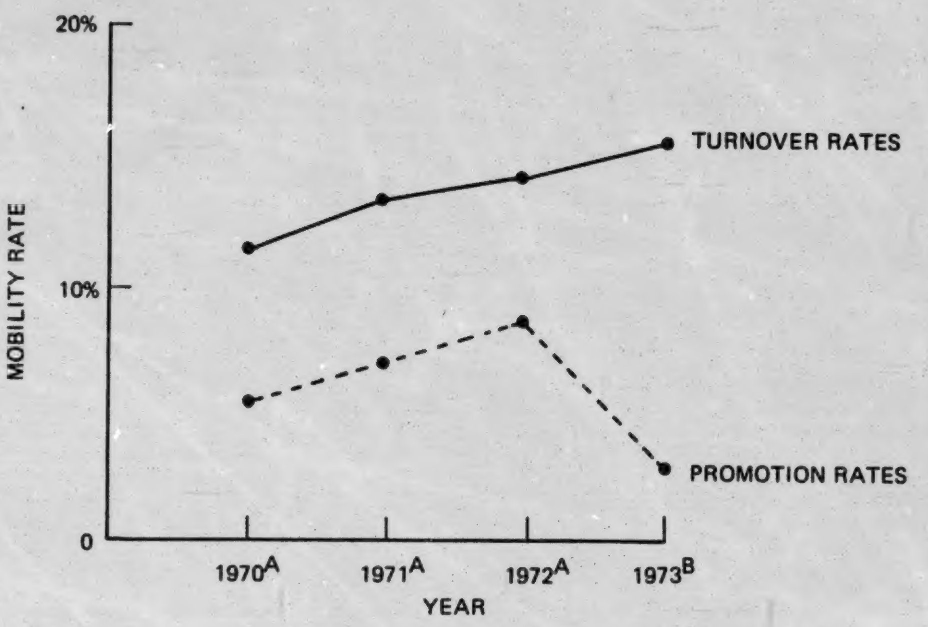
Exhibit X, following this page, provides a graphical presentation of changes in weighted total turnover rates and promotion rates by year, including both retrospective and prospective phase data. The exhibit shows that the total turnover rate calculated for the prospective phase (1973) follows the same pattern of increasing from year to year found in the three years of retrospective data.

The total promotion rate calculated for the prospective phase does not follow the pattern of increasing annually as shown in the retrospective phase. Instead, the total reported promotion rate declines significantly between 1972 and 1973. As mentioned earlier, because of the much smaller number of programs which participated in the prospective phase and the apparently incomplete reporting of promotions by those

EXHIBIT X

Office of Child Development
Department of Health, Education, and Welfare

CHANGES IN TURNOVER RATES AND PROMOTION RATES BY YEAR



A RETROSPECTIVE PHASE DATA

B PROSPECTIVE PHASE DATA

which did participate, it is not possible to say whether the prospective phase promotion data reflect any actual decline in promotions among all Head Start programs during 1973.

(3) A Comparison of Those Organizations Which Participated in Both Phases of the Study Indicates That the Overall Turnover Rate Was Essentially Unchanged Between 1972 and 1973

A final means of comparing retrospective and prospective phase data is the analysis of mobility for only those organizations which participated in both phases of the study. Exhibit XI, following this page, presents turnover and promotion rates for these 44 organizations. All organizations which participated in only one of the two phases of the study have been excluded from this analysis.

This exhibit shows that the average retrospective phase turnover rate for these 44 organizations is higher than the turnover rate for all retrospective phase organizations (16.6% versus 14.6%). These data suggest that the retrospective phase organizations which participated in the prospective phase were not a typical sample of all retrospective phase organizations in that their 1972 turnover rates were higher than average.

EXHIBIT XI

Office of Child Development
Department of Health, Education, and Welfare

COMPARISON OF MOBILITY RATES FOR 44 ORGANIZATIONS WHICH PARTICIPATED IN BOTH PHASES OF THE STUDY

		Average Turnover Rates		Average Promotion Rates	
tratum	Number of Organizations	Retrospective (1972)	Prospective (1973)	Retrospective (1972)	Prospective (1973)
A	11	19.6%	19.8%	7.4%	1.1%
B	13	17.3%	15.1%	7.2%	1.4%
C	8	12.5%	12.7%	10.8%	3.7%
D	12	17.0%	22.7%	4.0%	1.8%
ll Strata	44	16.6%	17.6%	7.4%	2.0%
eighted otals for all rograms		14.6%	16.0%	8.7%	2.9%

OTES: (1) All mobility rates are unweighted averages except the weighted totals for all programs.

(2) Detailed mobility rates by organization are presented in Appendix B.

The exhibit also shows that in Strata A and C turnover among the 44 organizations was essentially the same between 1972 and 1973 (19.6% versus 19.8% and 12.5% versus 12.7%); in Stratum B, turnover was higher in 1972 than 1973 (17.3% versus 15.1%); and in Stratum D, it was lower in 1972 than 1973 (17.0% versus 22.7%). The overall average turnover rate for the 44 organizations increased slightly between the two years (16.6% to 17.6%). However, the inconclusive trends shown within each stratum suggest that the best interpretation of the prospective phase turnover rate is that, within the range of statistical significance, it represents essentially no change in the extent of turnover reported between 1972 and 1973.

Exhibit XI also shows that the organizations which participated in both phases of the study had a lower average promotion rate than the weighted total for all retrospective phase programs (7.4% versus 8.7%). This lower than average 1972 promotion rate suggests that these organizations were also atypical retrospective phase organizations with regard to promotions.

Even though these organizations had lower than average promotion rates in the retrospective phase, their reported prospective phase (1973) promotion rates dropped significantly in every stratum. However, the apparent incomplete reporting of prospective phase promotions, mentioned earlier, precludes the drawing of conclusions regarding actual changes in promotion rates between 1972 and 1973.

* * * *

This chapter has presented an analysis of the extent of mobility reported during the prospective phase of the study and a comparison of prospective phase and retrospective phase data. The next chapter discusses the causes of mobility from the viewpoint of Head Start employees.

V. CAUSES OF MOBILITY: THE EMPLOYEES' VIEW

This chapter examines the responses of former employees to the Former Employee Questionnaire, which appears in Appendix A. The responses to this questionnaire are presented in Exhibit XII, following this page, and provide the basis for the analysis in this chapter.

The Former Employee Questionnaire was mailed to 622 former employees (representing 73 organizations) identified by the organizations participating in the study. A total of 179 questionnaires were returned, representing a 28% response. This is a slightly lower rate of response than the 35% who returned the questionnaire in the retrospective phase.

The purpose in contacting former employees was to obtain the individual employee's perspective concerning the causes of mobility to provide a contrast to the organization's perspective. The organization's viewpoint is discussed in Chapter VI.

Five topics are discussed in this chapter:

- A comparison between the reasons given for entering and for leaving Head Start

EXHIBIT XII (1)

Office of Child Development
Department of Health, Education, and Welfare

RESPONSES TO FORMER EMPLOYEE QUESTIONNAIRE *

1. How long ago did you leave Head Start?

%	
38.55	0-10 weeks
37.43	11-20 weeks
8.94	21-30 weeks
2.79	31-40 weeks
3.91	Over 40 weeks
8.38	No answer

2a. Was it your decision to leave Head Start?

%	
70.95	Yes
22.35	No
6.71	No answer

2b. If you decided to leave, how long before you left Head Start did you decide to leave?

%	
64.57	0-10 weeks
12.60	11-20 weeks
0.29	21-40 weeks
0.79	Over 40 weeks
15.75	No answer

3. What was your last position with Head Start?

%	
4.47	Social Work Aide
11.73	Cook Aide
5.59	Driver
1.12	Education Director
0.56	Health Aide
3.35	Maintenance
0.56	Medical Director
0.56	Nurse Administrator
0.56	Nurse
0.56	Nutrition Director
1.12	Nutritionist
2.23	Program Director
3.35	Psychologist or Speech Therapist
1.68	Social Service Director
2.23	Social Worker
7.26	Head Teacher
23.46	Teacher
20.11	Teacher Aide/Assistant Teacher
0.56	Career Development Specialist
0.56	Volunteer Coordinator
2.79	Clinical/Secretarial
0.56	Resource Teacher/Consultant
1.12	Assistant Director
2.23	Other Director
1.68	No answer

EXHIBIT XII (2)

4a. How many earlier positions did you have with Head Start?

%	
31.28	1
3.35	2
1.12	3
64.25	None or no answer

4b. What were the earlier positions with Head Start?

%	
1.35	Social Work Aide
13.51	Cook Aide
1.35	Driver
1.35	Education Director
2.70	Maintenance
1.35	Nurse
1.35	Nutritionist
2.70	Parent Coordinator
1.35	Program Director
1.35	Psychologist or Speech Therapist
5.41	Head Teacher
17.57	Teacher
29.73	Teacher Aide/Assistant Teacher
1.25	Career Development Specialist
2.70	Clinical/Secretarial
4.05	Volunteer
1.35	Resource Teacher/Consultant
1.35	Curriculum Coordinator
2.70	Assistant Director
2.70	Other Director
2.70	Finance and Business Management

5a. Was Head Start your first job?

%	
13.41	Yes
85.47	No
1.12	No answer

5b. Number of other jobs?

%	
1.96	None
35.29	1
11.76	2
5.23	3
3.26	Over 3
42.48	No answer

6a. Are you now working full time?

%	
34.64	Yes
51.96	No
13.41	No Answer

6b. Are your now working part time?

%	
10.61	Yes
47.49	No
41.90	No answer

EXHIBIT XII (3)

7. If you are not now working, are you?

%	
6.15	Looking only for a full-time job
8.94	Looking only for a part-time job
16.76	Looking for either a full-time or part-time job
20.11	Not interested in a job
48.05	No answer

8. If you are working now, what is the title of your job?

%	
0.56	Day Care Worker
1.68	Teacher Aide
1.12	Babysitting
1.12	Clerical/Bookkeeping/Secretary
10.61	Teacher
3.35	Cook
1.68	Driver
1.12	Social Worker
3.91	Other Professional Educational
1.68	Maintenance/Housekeeping
1.68	Administrative/Financial
2.23	General Health
0.56	Mental Health
0.56	Self-Employed Business
1.12	Manufacturing
3.35	Other Services (Professional)
12.29	Other Services (Nonprofessional)
51.40	No answer

9a. Is this work similar to your Head Start job?

%	
30.73	Yes
18.99	No
50.28	No answer

9b. If similar, how is it similar?

%	
34.55	Working with children
7.27	Working with people
45.45	Use same skills
1.82	Working with another Head Start
10.91	No answer

10. Did the work and training you got in Head Start help prepare you for the job you have now?

%	
23.46	Yes
35.75	No
40.78	No answer

11. Compared with your last position in Head Start, is your present salary?

%	
34.08	Higher
9.50	About the same
7.82	Lower
48.60	No answer

EXHIBIT XII (4)

12. What were your original reasons for deciding to work in Head Start? (Check two best answers.)

%	
16.61	The work seemed interesting
2.56	The pay seemed good
2.24	The chances to get ahead seemed good
0.96	The people there seemed nice
2.24	The training seemed good
0.64	The work seemed easy
0.32	My family and friends thought it was a good job
2.56	It was a steady job
20.45	It let me do useful things for other people
35.14	I liked working with children
5.43	The hours were good
1.92	Other ______
8.95	No answer

13. Did your feelings toward Head Start change during the time you were working for the program? (If yes, answer Question 14 also.)

%	
51.96	Yes
40.22	No
7.82	No answer

14. How did your feelings about Head Start change? (Check the two best answers.)

%	
0.68	Decided the work was not interesting
9.52	Decided the pay was too low
8.84	Decided the chances to get ahead were not good
18.37	Decided Head Start supervisors were difficult to work for
8.16	Decided Head Start co-workers were difficult to work with
1.36	Decided the training was not so useful
5.44	Decided the work demanded too much of my time
14.29	Decided my job was very uncertain--that is, I did not know low long the program would last
2.72	Decided the work I was doing was not really helping other people
10.20	Decided that I was spending too much time on things that were not important
4.08	Other ______
7.48	Decided program goals were not carried out
8.84	No answer

EXHIBIT XII (5)

15. What was the reason given for your leaving Head Start?

%	
6.15	Pay was too low
0.56	Couldn't get the training I wanted
2.79	Didn't get along with supervisors
1.12	Didn't get along with co-workers
0.56	No chance for promotion
11.17	Found a better job
1.68	Didn't like to work
0.56	Head Start didn't have enough money to keep me
2.23	The job didn't use my skills very well
0.56	Dangerous/unpleasant location of job
1.68	Program does not do things it should
1.12	People have problems getting things done in program
3.91	Personal or family responsibilities
5.59	Pregnancy
7.26	To pursue education
7.82	Illness
3.35	Was terminated/fired
8.38	Moved away
3.35	Retired
8.38	Program/position terminated
2.23	Not qualified for position
1.12	Instability of program
15.64	No answer
1.80	Other ______

16. Did you have other reasons? (Check one, two, or three most important answers.)

%	
10.82	Pay was too low
3.46	Hours were too short
3.03	Couldn't get the training I wanted
6.49	Didn't get along with supervisors
1.30	Didn't get along with co-workers
8.66	No chance for promotion
7.79	Found a better job
4.76	Poor program equipment/supplies
0.43	Didn't like to work
2.60	Head Start didn't have enough money to keep me
5.63	The job didn't use my skills very well
0.43	Too many people/children assigned to me
1.30	Dangerous/unpleasant location of job
9.96	Program does not do things it should
11.69	People have problems getting things done in program
5.19	Personal or family responsibilities
14.72	I had no other reasons for leaving
0.43	Instability of program
1.30	Other ______

EXHIBIT XII (6)

17. Why did you take your present job? (Check two most important.)

%	
10.21	The work seems interesting
11.06	The pay is good
5.53	The hours are good
1.70	The supervisors
0.43	The other workers seem nice
3.40	I can get good training
0.85	The work seems easy
0.43	The job is located in good neighborhood
2.98	You seem to be able to get a lot of things done without problems
8.09	It will let me do good things for other people
7.23	It seems to be a job I could keep for a long time
2.13	The chances to get ahead seem good
0.43	Pursue professional goals
1.28	Needed a job
2.55	Other ______
41.70	No answer

18. What do you feel were the biggest problems in getting along with supervisors in Head Start? (Check none, one, two, or three, depending on what answers best apply.) NO ANSWER--46.37%

%	
8.21	They didn't trust their employees enough
18.97	They didn't support their employees
16.41	They criticized too much
7.18	They didn't ask employees for their ideas
26.15	They didn't tell their employees what was going on
10.26	They didn't know the problems of their employees
3.08	They didn't use the ideas their employees had
3.59	They gave their employees too much hard work
0.51	Infighting/antagonisms among supervisors
2.05	Supervisors really weren't concerned about the Head Start program
0.51	Lack of agreement/communication among supervisors
0.51	Excessive turnover/lack of continuity
2.56	Other ______

19. What do you feel were the biggest problems in getting along with other workers? (Check none, one, two, or three, depending on what answers best apply.) NO ANSWER--51.96%

%	
19.35	People didn't help each other enough
14.84	People didn't tell each other what they were doing
26.45	People criticized each other too much
33.55	People didn't care whether they did a good job or not
0.65	Lack of concern for children
1.29	Lack of sufficient education or training
3.87	Other ______

20a. Do you think parents of Head Start children should have had (check one)?

%	
57.54	More to say about the program
16.20	Less to say about the program
26.26	No answer

20b. Why?

%	
19.55	Program is for the parents
3.91	Parents not interested enough to become involved
2.23	Parents need more training
3.35	Parents need more understanding
8.94	Encourage parent participation
1.12	Parents are responsible for the program
1.12	Parents have good ideas
3.35	Parents cause conflict
50.28	No answer

21a. Did you take preservice training?

%	
34.08	Yes
26.26	No
39.67	No answer

21b. How many Inservice Training Courses did you take in Head Start?

%	
8.94	0
21.23	1-5
7.26	6-10
5.59	11-20
6.70	Over 20
50.28	No answer

21c. How many Leadership Development Courses did you take in Head Start?

%	
5.03	0
6.15	1
2.23	2
1.12	3
2.23	4
1.68	5
3.35	6-10
0.56	Over 10
77.65	No answer

21d. How many credit hours supplementary (college) courses did you take in Head Start?

%	
3.35	0
15.08	1-10
11.73	11-20
3.91	21-30
2.79	31-45
[illegible].35	Over 45
[illegible]	No answer

22a. Did you get the kind and amount of training you wanted?

%	
18.44	Didn't get the kind I wanted
24.58	Got a little but not enough
26.82	Got enough of the kind I wanted
30.17	No answer

EXHIBIT XII (8)

22b. Why not?

%	
24.68	Courses offered not relevant to individual or work with Head Start
7.79	Not able to participate due to family responsibilities, transportation, etc.
6.49	Inadequate funding
10.39	Not offered courses
3.90	Didn't qualify for courses

23a. If you received supplementary (college) training, did help you get a better job outside of Head Start?

%	
10.61	Yes
22.91	No
66.48	No answer

23b. Did it help you do your job better in Head Start?

%	
31.84	Yes
7.26	No
60.90	No answer

24. If you received supplementary training in Head Start, in what field did you receive that training? (Check one.)

%	
29.05	Education
1.68	Medical, Health
5.59	Social Work
6.15	Nutrition
2.23	Psychology
0.56	Other
54.75	No answer

25a. If you did not receive supplementary (college) training in Head Start, were you interested in taking supplementary training? (Check one.)

%	
22.91	Yes
10.06	No
14.53	Not applicable, I already had a degree
52.51	No answer

25b. Why were you not interested?

%	
5.56	Not enough information about what available
11.11	Not qualified
5.56	Too old
16.67	Family responsibilities
61.11	No answer

26. If you were interested in, but you did not receive, supplementary training, please answer this question.

26a. Did your Head Start program provide an adequate training opportunity for you to obtain a degree?

%	
10.61	Yes
19.55	No
69.83	No answer

26b. If it was not adequate, why not?

%	
40.00	Only a few people in Head Start got to take courses
14.29	Head Start training funds were not available in my field of interest
8.57	Not enought different courses were available in my field of interest
14.29	Other reasons related to the provision of training
22.86	No answer

26c. Were there other reasons not related to the Head Start program's provision of training which prevented you from getting training for a degree or certification? (Check one or two.)

%	
7.27	Too difficult to work at full-time job and take courses too
5.91	Family responsibilities
3.18	Difficulty of getting to location of training
7.27	It would have taken too long to complete the training when I could only attend courses on a part-time basis
0.91	Not enough slots available
62.73	No answer
12.62	Other ______________________________

27. In general, how did you feel about Head Start? (Choose two best answers.)

%	
44.95	Was good for children
21.82	Was good for parents
20.85	Was good for the community
2.61	Did not really help much
2.28	Other ______________________________
7.49	No answer

28. How much do you feel your work helped your Head Start program? (Check one.)

%	
2.79	Didn't make much difference
18.44	Helped a little but not enough
74.86	Was very helpful
3.91	No answer

EXHIBIT XII (10)

29. Have any of your children attended Head Start? (Check one.)

%	
35.64	Yes
59.78	No
5.59	No answer

30. Were you hired from the Head Start community? (Check one.)

%	
58.10	Yes
35.20	No
6.70	No answer

31. What is your age?

%	
0.56	Under 18
15.08	18-25
34.08	26-35
24.02	36-45
25.14	Above 45
1.12	No answer

32. Are you: (Check one.)

%	
10.61	Male
86.03	Female
3.35	No answer

33. Are you: (Check one.)

%	
43.02	Black
5.59	Mexican-American
2.79	Other Spanish surnamed American
41.90	Other white
0.56	Oriental
2.24	Other ________
3.91	No answer

34. How many years of school have you finished? (Check one.)

%	
10.61	1-8 grade school
14.53	9-11 some high school
15.08	Received a high school diploma
21.79	Some college
4.47	Received an Associate Degree
22.35	Received a Bachelor's Degree
6.15	Graduate school
1.68	Other ________
3.34	No answer

35. What is your main field of training? (Check one.)

%	
8.94	None
45.81	Education, child development
5.03	Medical and health
6.70	Social work
8.38	Nutrition
2.79	Psychology
1.68	Clerical/secretarial
1.12	Business/management
3.35	Other

36. How many hours a day did you work in Head Start?

%	
1.68	3 or less
2.79	4
8.38	5
12.29	6
10.06	7
57.54	8-9
5.03	Over 9
2.23	No answer

37. How many weeks a year did you work in Head Start? (Data utilized in computing annual salaries, but not tabulated.)

38. What was your salary when you left Head Start?

%	
19.55	$ 0-$ 2,999
19.55	$ 3,000-$ 4,000
12.29	$ 4,001-$ 5,000
8.38	$ 5,001-$ 6,000
7.26	$ 6,001-$ 7,000
6.15	$ 7,001-$ 8,000
3.91	$ 8,001-$ 9,000
2.79	$ 9,001-$10,000
3.35	$10,001-$11,000
1.12	$11,001-$13,000
0.56	Over $13,000
15.09	No answer

39. What is your salary on your new job?

%	
6.15	$ 0-$ 2,999
5.59	$ 3,000-$ 4,000
5.59	$ 4,001-$ 5,000
3.91	$ 5,001-$ 6,000
2.79	$ 6,001-$ 7,000
2.79	$ 7,001-$ 8,000
1.68	$ 8,001-$ 9,000
6.15	$ 9,001-$10,000
0.56	$10,001-$11,000
5.03	$11,001-$13,000
0.56	$13,001-$15,00
0.56	Over 15,000
58.66	No answer

40. How many weeks per year do your work in your current job? (Data utilized in computing annual salaries, but not tabulated.)

41. For how many hours a day are you paid on your current job?

%	
1.12	3 or less
1.68	4
0.56	5
4.47	6
3.91	7
26.82	8
61.45	No answer

- Employees' perception about their Head Start experience
- The decision-making process leading to the departure from Head Start
- The type of employment the individual sought when leaving Head Start and how important their employment experience with Head Start proved to be in relation to their new positions
- The profile of the individual responding to the survey

These topics are presented in the five sections that follow.

1. A COMPARISON BETWEEN THE REASONS GIVEN FOR ENTERING AND FOR LEAVING HEAD START

Responses to the questionnaire showed that, although Head Start employees are highly motivated to contribute to the social well-being of others, personal considerations eventually cause many of them to leave Head Start.

(1) Individuals Chose To Work for Head Start Primarily Because They Liked Working With Children and Because They Felt Head Start Allowed Them To Do Something Useful for Others

Former employees were asked to give the two best answers that described why they decided to work with Head Start.

- 35% responded that they liked working with children (110 individuals)

- 20% stated that Head Start let them do useful things for other people (64 individuals)

Expectations regarding salary, advancement, and training were secondary to these motivating factors.

(2) Employees Left Head Start Because of Personal Reasons That Did Not Appear To Be Directly Related to Conditions Within the Head Start Program

The single most frequently cited answer to the principal reason for an employee's leaving Head Start was that the individual found a better job (14%). When all the specific types of responses given are considered, however, they fall within four broad categories.

- Termination or layoff--17% (25 individuals)
- Attraction to better job (salary, promotion opportunity, training)--23% (35 individuals)
- Dissatisfaction with Head Start program or personnel--13% (20 individuals)
- Personal circumstances--47% (71 individuals)

The last category includes:

- No longer needed to work
- Personal or family responsibilities
- Pregnancy
- Pursue education
- Illness
- Moved away
- Retired

When responses in this category are combined, they represent a total of 49% of the reasons given for departure.

This pattern parallels the findings from the questionnaire in the retrospective report, wherein individuals did not tend to criticize the Head Start program or to cite negative reasons for leaving.

(3) Three Out of Four Employees Stated That Their Departure Was Related to Additional Reasons Beyond the Principal Reason

The major additional reasons for leaving Head Start included:

- People have problems getting things done in program--12% (28 responses)
- Pay was too low--17% (39 responses)
- Program did not do the things it should--10% (23 responses)

These secondary reasons reflect somewhat more negatively on Head Start than the principal reasons given and suggest that discontent might influence decisions to leave.

2. PERCEPTIONS ABOUT THE HEAD START EMPLOYMENT EXPERIENCE AMONG FORMER EMPLOYEES

Employees' perceptions about training, advancement opportunities, and work relationships are discussed in the following paragraphs.

(1) Former Employees Indicated Some Disappointment Concerning the Quantity and Kinds of Training They Were Able To Receive

In response to the question "Did you get the kind and amount of training you wanted," the responses were as follows:

- Did not receive the kind of training desired--26% (33 individuals)
- Received some training but not enough--35% (44 individuals)
- Received enough of the type desired--38% (48 individuals)

In the retrospective phase, those individuals receiving supplementary training seemed to feel that it was valuable, and the major complaint was that not enough employees could participate. Similar findings were noted in this phase of the survey:

- 70 individuals stated that they received supplementary training (39% of the sample)
  - 57 felt that it did help them to do a better job in Head Start
  - 41 (out of the 60 who were employed) said Head Start helped them get a better job
- 54 individuals reported that they desired training but did not receive it
  - 19 felt that the program did provide an adequate opportunity for supplementary training
  - 35 felt that it did not provide an adequate opportunity for supplementary training

(2) Employees Not Receiving Supplementary Training Felt That a Lack of Opportunity and Other Barriers Prevented Them From Taking Supplementary Training

The 54 individuals who did not receive supplementary training but desired it responded that there were both program limitations and other problems that prevented them from participating.

- The major program limitation was felt to be that only a few people in Head Start were able to take courses.
- The most frequently cited additional problems were family responsibilities and the personal decision not to pursue college training due to other hardship factors.

(3) Almost Two-Thirds of Former Employees Reported That They Held Only One Position While Employed by Head Start

The majority of employees (64%) had only one position while with Head Start. For those who did occupy additional positions, the number of additional positions and the percentage giving the responses are as follows:

- One other--31.3%
- Two others--3.4%
- Three others--1.1%

In contrast, in the retrospective study, 56% of those responding to the Former Employee Questionnaire had held only one position while with Head Start. The lower promotion rates reported in 1973 could account for the lesser upward mobility of former employees during the prospective phase.

(4) More Than Half the Former Employees Felt There Were Problems With Supervisors, and an Almost Equal Proportion Felt That Problems Existed With Co-Workers

The three most significant problems with supervisors were perceived to be:

- Communications--26% (51 responses)
- Lack of support to employees--19% (37 responses)
- Excessive criticism--16% (31 responses)

In response to the question about how feelings toward Head Start changed during the course of employment, the most frequent response was that the employee felt that it became difficult to work with supervisors.

Among co-workers, the problems were:

- A lack of concern about the job--33% (52 responses)
- Excessive criticism--26% (41 responses)
- Lack of support--19% (30 responses)

These responses seem to indicate a perceived lack of organizational cohesiveness. Although 40% of the employees left Head Start because of reasons that were not directly related to the program, it appears that some underlying dissatisfactions with the working relationships existed. These findings are consistent with the retrospective study wherein about 65% of the former employees cited some problems in getting along with co-workers, yet only 2% of them had actually left because they could not get along with other employees.

3. THE DECISION-MAKING PROCESS LEADING TO A DEPARTURE FROM HEAD START

Questions 13 and 27 in the questionnaire determined how employees' feelings toward the Head Start experience changed while employed there and how they viewed Head Start from their current perspective.

(1) When Pressed, More Than Half of the Employees Reported That Their Feelings Toward the Head Start Program in Which They Worked Changed During Their Employment (52%)

As stated in Section 2 above, the most frequent change was that the employee began to feel that supervisors were difficult to work with (18% of those responding). Former employees also reported that they developed feelings of uncertainty about the program's funding and the continued existence of their job (14%).

Most employees stated that it was their decision to leave:

- 127 former employees reported that they chose to leave
- 40 reported that it was not their choice

(2) Although Some Employees' Feelings Toward Specific Programs Changed, Most Employees Continued To Believe That Head Start Is a Worthwhile Concept

In response to the question, "How do you feel about Head Start," 88% of the former employees stated that they felt it was good for either children, parents, or the community. Only 3% felt it was not really meaningful. In addition, employees continued to feel that the work they accomplished was meaningful. Thus, it appears that most former employees continued to have good feelings about Head Start even though they felt dissatisfied with the program that they left.

4. THE TYPE OF EMPLOYMENT THAT FORMER EMPLOYEES SOUGHT AFTER LEAVING HEAD START

Questions 6, 9, and 17 identified whether employees were successful in finding employment after leaving Head Start, whether they found employment similar to their work with Head Start, and what their specific considerations were in accepting a new position.

(1) Over One-Third of the Former Employees Were Employed Full Time at Another Job, and One-Tenth Were Employed Part Time

Almost half of the former Head Start employees (45%) were employed at another job when they completed the questionnaire. Among those who were not employed:

- 6% were looking for a full-time job
- 9% were looking for a part-time job
- 17% were looking for either kind of employment
- 20% were not seeking employment

Of those employed, 30% reported that the work that they were doing was similar to their work in Head Start.

(2) Salary Considerations Were the Most Frequent Reasons Cited in Accepting Other Employment

There were 137 responses to the question "Why did you take your present job?" The most frequent response was that the pay was good (19% of those answering).

When comparing present salaries with Head Start salaries, the present salaries were most often higher (66% of those responding to the question). Present salaries were the same as at Head Start for 18% of the respondents and lower for 15%.

These findings coincide with an earlier statement that one of the important secondary reasons employees gave for leaving was that pay was too low.

5. PROFILE OF THE INDIVIDUALS RESPONDING TO THE SURVEY

The most frequently reported characteristics of individuals responding to this survey were:

- Female (86%)
- 26-45 years old (58%)
- Did not have children who attended Head Start (60%)
- Had been hired from the Head Start community (58%)

Other characteristics found frequently were:

- Had received some college training or had a bachelor's degree (44%)
- Had been trained in the field of education or child development (46%)
- Were either teachers or teacher aides with Head Start (43%)

* * * *

This chapter has focused on employees' perceptions of their Head Start experiences. The next chapter reports the viewpoints of the organizations with which they were employed.

VI. CAUSES OF MOBILITY: THE ORGANIZATIONS' VIEW

This chapter discusses the responses provided by the Confirmation of Employee Departure Questionnaire, which appears as Exhibit XIII, following this page. The completed questionnaires covered 622 employees who left their Head Start organizations during the period from December 1972 through November 1973.

1. AGGREGATE RESULTS

The following paragraphs discuss the findings obtained from the 622 completed Confirmation of Employee Departure Questionnaires.

(1) Almost Half the Questionnaires Referred to Former Teachers and Teacher Aides

Including the positions of supervisory teacher, resource teacher, teacher, and teacher assistant/aide, 49.6% of the questionnaires related to teaching positions. The next most frequently reported position was that of cook/cook aide, which appeared on 10% of the questionnaires.

EXHIBIT XIII (1)

Office of Child Development
Department of Health, Education, and Welfare

RESPONSES TO CONFIRMATION OF EMPLOYEE DEPARTURE QUESTIONNAIRE

Form Approved
OMB No. 85-S72024

Column Punch

SURVEY I.D. NUMBER ______________

PROSPECTIVE PHASE
HEAD START STAFF MOBILITY STUDY
CONFIRMATION OF EMPLOYEE DEPARTURE AND REASONS*

Name of Former Employee ______________ ______________ ______________
Last First Middle

Last Known Address of Former Employee ______________________________
____

Resignation/Termination Date ______________________________

Last Head Start Position ______________ Head Start Component ______________

Person Completing This Form:

Name: ______________________________

Position: ______________________________

Date: ______________________________

The Primary Source of Information Regarding This Employee Is: (check one)

☐ Personal familiarity

☐ Records

☐ Hearsay

---

*The Head Start supervisor most familiar with this former employee should complete this form.

EXHIBIT XIII (2)

CONFIRMATION OF EMPLOYEE DEPARTURE

LAST HEAD START POSITION

6.4%	Community Aide
10.0	Cook/Cook Aide
7.1	Driver
1.4	Education Director
1.3	Health Aide
4.7	Custodian
0.2	Medical Director
1.1	Nurse
0.2	Nutrition Director
0.8	Nutritionist
1.3	Parent Coordinator
0.6	Psychologist
0.5	Social Service Director
1.6	Social Worker
4.0	Supervisory Teacher
22.5	Teacher
22.8	Teacher Aide
0.3	Resource Teacher
0.3	Training Coordinator
0.2	Volunteer Coordinator
0.2	Curriculum Coordinator
7.2	Clerical
0.6	Business Manager
1.1	Head Start Director
0.5	Assistant Director
1.3	Other Director
1.8	No Response

EXHIBIT XIII (3)

CONFIRMATION OF EMPLOYEE DEPARTURE

HEAD START COMPONENT

Education	51.8%
Health	2.6
Social Services	8.7
Parent Involvement	1.3
Nutrition	10.8
Staff Training	0.3
Volunteer	0.2
Administration	22.7
Psychological	0.6
No Response	1.1

DATE OF TERMINATION

December	8.8%
January	10.6
February	10.0
March	8.8
April	7.7
May	12.1
June	11.7
July	3.2
August	7.8
September	9.8
October	5.3
November	0.0
No Response	4.0

PERSON COMPLETING FORM

Director/Asst. Dir.	45.3%
Supv. Teacher	4.0
Business Mgmt.	0.8
Nutritionist	1.0
Educ. Dir.	11.6
Social Worker	2.4
School Supt.	0.3
Secretary	9.3
Other Dir. /Coord.	20.9
No Response	4.3

EXHIBIT XIII (4)

Column Punch

1. What was the official reason for the employee's leaving the program?

%
7.2 a. ☐ Termination by program for cause
5.5 b. ☐ Layoff by program due to funding problems
1.3 c. ☐ Layoff by program because of Parent's Policy Committee wishes
8.8 d. ☐ Mutual program-employee decision
3.2 e. ☐ Found more interesting position
14.6 f. ☐ Found better paying position
5.3 g. ☐ Found better opportunity for advancement
0.5 h. ☐ Found better training program
4.7 i. ☐ Unknown to program
10.1 j. ☐ Others, specify: Moved/married
30.4 k. Other personal reason
0.8 l. Other better job
1.6 m. Other layoff by program
0.5 n. Transportation problems
0.3 o. Other
5.3 p. No response

2. If there were other reasons for the employee leaving program employment, what do you think the major reason was?

%
39.1 a. ☐ Same as answer in Question 1
0.6 b. ☐ Termination by program for cause
0.3 c. ☐ Layoff by program due to funding problems
0.8 d. ☐ Layoff by program because of Parent's Policy Committee wishes
2.6 e. ☐ Mutual program employee decision
3.4 f. ☐ Unknown to program
0.5 g. ☐ Others, specify: Found more interesting position
0.5 h. Found better paying position
1.3 i. Other
51.0 j. No response

EXHIBIT XIII (5)

Column Punch

3. If the program terminated the employee, what was the reason?

%			
2.3	a.	☐	Inability to perform duties
0.8	b.	☐	Inability to accept direction, regulations
0.2	c.	☐	Inability to work with professional staff
	d.	☐	Inability to work with paraprofessional staff
	e.	☐	Inability to work with volunteers
	f.	☐	Inability to work with children
	g.	☐	Inability to work with Parent's Policy Committee
2.7	h.	☐	Personal weaknesses (absence, lateness, unreliability)
0.2	i.	☐	Personal instability (outbursts, pouts)
0.3	j.	☐	Other, specify: Policy change to decrease proportion of nonparents on staff
1.0	k.		Other
92.1	l.		No response

4. If laid off, how was this employee chosen?

%			
3.7	a.	☐	Abolishment of job category
0.3	b.	☐	Least seniority within job category
0.8	c.	☐	Ranking by Parent's Policy Committee
0.6	d.	☐	Other, specify: ____________
94.5	e.		No response

5. If employee left by mutual decision, what was the reason for this decision?

%			
1.1	a.	☐	Difficulties in performing duties
0.5	b.	☐	Difficulties in accepting direction, regulations
	c.	☐	Difficulties in working with professional staff
	d.	☐	Difficulties in working with paraprofessional staff
	e.	☐	Difficulties in working with volunteers
0.2	f.	☐	Difficulties in working with children
0.5	g.	☐	Expressed feelings of dissatisfaction with program
0.5	h.	☐	Expressed feelings of dissatisfaction with staff
10.6	i.	☐	Personal problems (health, family)
	j.	☐	Personal traits
3.8	k.	☐	Others, specify: ____________
82.8	l.		No response

EXHIBIT XIII (6)

Column Punch

6. What were the employee's general relationships with the Head Start officials he came in contact with?

%		
28.6	a. ☐	Highly satisfactory
60.3	b. ☐	Satisfactory
5.6	c. ☐	Unsatisfactory
1.0	d. ☐	Very unsatisfactory
2.1	e. ☐	No contact
2.4		No response

7. What were the employee's general relationships with supervisors?

%		
29.7	a. ☐	Highly satisfactory
57.7	b. ☐	Satisfactory
8.5	c. ☐	Unsatisfactory
1.3	d. ☐	Very unsatisfactory
2.7	e.	No response

8. What were the employee's general relationships with co-workers?

%		
29.9	a. ☐	Highly satisfactory
60.5	b. ☐	Satisfactory
5.3	c. ☐	Unsatisfactory
0.8	d. ☐	Very unsatisfactory
0.2	e.	Other
3.4	f.	No response

9. If the employee had a supervisory position, what were his general relations with subordinates?

8.7%	16.7%	2.3%	0.5%	71.9%
a. ☐ Highly satisfactory	b. ☐ Satisfactory	c. ☐ Unsatisfactory	d. ☐ Very unsatisfactory	e. No response

10. In general, how satisfied did the employee seem with his work?

34.9%	51.6%	5.9%	7.6%
a. ☐ Very satisfied	b. ☐ Average	c. ☐ Very dissatisfied	d. No response

EXHIBIT XIII (7)

Column Punch

11. What impact did this employee's departure have on his program component?

%	45.0%	9.5%		40.8%	4.7%
	a. ☐ Harmful	b. ☐ Helpful		c. ☐ None	d. No response
46.8	1. ☐ Mildly	1. ☐ Mildly	23.7%		
41.1	2. ☐ Moderately	2. ☐ Moderately	44.1%		
10.0	3. ☐ Extremely	3. ☐ Extremely	15.3%		
2.1	4. No response	No response	16.9%		

12. What impact has employee's departure had on the overall program?

%	35.2%	9.0%		51.1%	4.7%
	a. ☐ Harmful	b. ☐ Helpful		c. ☐ None	d. No response
52.1	1. ☐ Mildly	1. ☐ Mildly	26.8%		
37.9	2. ☐ Moderately	2. ☐ Moderately	41.1%		
6.4	3. ☐ Extremely	3. ☐ Extremely	16.1%		
3.6	4. No response	4. No response	16.1%		

13. What is the current status of the position vacated by the employee?

%		
29.3	☐	It has been filled from within program. The previous job title of the person who filled the vacant position was ____________________.
35.0	☐	It has been filled by external hire.
11.9	☐	Vacancy to be filled by suitable external hire when found.
6.3	☐	Decision concerning whether to fill position has not yet been completed.
8.2	☐	Position has been abolished.
9.3		No response.

If the position is currently filled, please answer the following:

14. Length of time to find replacement __________ (months). (In Q. 13 give one of first two answers.)

56.3%	immediate
32.8%	1 month
10.3%	2-3 months
0.5%	4-6 months
0.3%	over 6 months

15. Approximate time for replacement to become able to fully assume responsibility for this position

__________ (months)

48.8%	immediate
27.3%	1 month
15.3%	2-3 months
7.0%	4-6 months
1.5%	7-12 months
0.3%	over 12 months

EXHIBIT XIII (8)

Column Punch

16. Time replacement spent in formal training/orientation program for this position

__________ (hours)

45.8%	None
17.3%	1-8 hours
12.8%	9-24 hours
15.0%	25-40 hours
7.5%	41-80 hours
1.8%	over 80 hours

17. What is the salary of the replacement?

$__________ per year

36.3%	$0-2,999
16.0%	3,000-4,000
17.3%	4,001-5,000
10.8%	5,001-6,000
6.5%	6,001-7,000
5.8%	7,001-8,000
3.3%	8,001-9,000
2.0%	9,001-10,000
0.8%	10,001-11,000
0.8%	11,001-13,000
	13,001-15,000
0.8%	over 15,000

Paralleling the positions, the component distribution also showed representation of the education component on about half the questionnaires (51.8%). The administrative component also contained a substantial percentage of the departures (22.7%), as did the nutrition component (10.8%).

(2) The Peak Months of Reported Departures Were May and June

About one-quarter of the year's reported departures took place in May and June. Lower volumes of Confirmation of Employee Departure Questionnaires in the autumn of 1973 may reflect generally poor organization response rates during that period.

(3) Personal Circumstances Dominated Among the Principal Reasons for Employee Departures

Leaving Head Start for a better paying job was the organizations' most frequent response concerning the reason for the employee's leaving. When responses are grouped by categories, however, the category of personal reasons most frequently applies. The distribution of responses under four broad categories of specific reasons ("Other" and "No response" excluded) is as follows:

- Termination or layoff--17%

- Attraction to better job (salary, promotion opportunity, training)--27%
- Dissatisfaction with Head Start program or mutual employee/program decision to terminate employment--10%
- Personal circumstances--45%

The last category includes such circumstances as moving, getting married, illness, or family-related problems.

(4) The Employees Who Left Head Start Generally Had Maintained Good Relationships With Other Staff in Their Organizations

Few individuals who left Head Start were thought to be malcontents. The percentage of relationships with various staff levels rated satisfactory or highly satisfactory was as follows:

- With Head Start officials--89%
- With supervisors--86%
- With co-workers--90%

The greatest personal conflicts were with immediate supervisors, where almost 10% of the relationships were unsatisfactory or very unsatisfactory.

Although the organizations did not detect many unsatisfactory relationships, the former employees expressed much more dissatisfaction, as was discussed in Chapter V.

From the organizations' point of view, few former supervisors (3%) had less than a satisfactory relationship with their subordinates. The organizations felt that only about 6% of the former employees had been very dissatisfied with their work.

(5) Organizations Felt That Fewer Than Half of the Departures Had Any Impact on the Programs

At the component level, about 55% of the departures were viewed as causing some impact (10% helpful, 45% harmful impact). In relations to the entire program, however, only 44% of the departures were considered to have impact (9% helpful, 35% harmful).

Evidence of lingering strong negative feelings about those individuals whose departures helped the program and its component can be seen from examining the degrees of helpfulness or harmfulness of the departure. The harmful impact was more likely to be viewed as a mild amount than the helpful impact. In the same manner, the helpful impact was more likely to be viewed as an extreme amount than the harmful impact. In sum, losing a "problem" employee usually created a benefit for the program that was greater than the cost of losing a contributing employee.

As shown on Exhibit XIV, following this page, organizations viewed harmful impact in a greater proportion of cases in the prospective study than in the retrospective study.

(6) About Two-Thirds of the Positions Vacated Were Reported as Being Refilled

Since most of the Confirmation of Employee Departure Questionnaires were completed soon after the turnover occurred, the high number of vacated positions being refilled (64%) indicates that the programs waste little time in finding replacements. This observation is verified by responses concerning those positions that had been refilled. Eighty-nine percent of those replacements had been found within one month. Furthermore, 76% of the replacements had assumed full responsibility in their positions in that short a time period.

Vacancies continue to be filled more often by external hire (35.0%) than from within (29.3%), as was the case in the retrospective study, which found 42.6% filled by external hire and 33.5% from within. A greater proportion of the positions remained vacant in the prospective study (18.2%) than in the retrospective study (2.4%) because the questionnaire completion was timed more closely to the point of employee

EXHIBIT XIV

Office of Child Development
Department of Health, Education, and Welfare

IMPACT OF EMPLOYEE DEPARTURE

QUESTION 11--IMPACT ON COMPONENT

	Harmful	Helpful	No Impact	No Answer
Retrospective	36.3%	9.1%	43.7%	11.0%
Prospective	45.0%	9.5%	40.8%	4.7%

QUESTION 12--IMPACT ON PROGRAM

	Harmful	Helpful	No Impact	No Answer
Retrospective	26.2%	7.1%	54.6%	12.1%
Prospective	35.2%	9.0%	51.1%	4.7%

departure in the prospective study. The proportion of abolished positions was about 8% in both studies.

Formal training of the replacements was minimal, with 63% receiving no more than 1 day of training and only 24% receiving more than 3 days of training.

(7) The Refilled Positions Were Associated With Low Salaries

Of the positions held by new replacements, 36% were associated with annual salaries of less than $3,000, and 80% carried salaries of $6,000 or less.

2. TEACHER AND TEACHER AIDE RESULTS

Analysis of the responses relating to teachers and teacher aides, the two most frequently reported positions, indicates that the reasons for, and impact of, employee departures differ between these two positions.

(1) Teacher Turnover Was Frequently Related to the Teacher's Own Decision To Leave, Whereas for Teacher Aides, the Decision To Leave Was More Likely To Be Partly or Wholly Outside of Their Own Control

In those cases in which the organizations were able to identify the specific official reasons for employee departures, the type of reasons varied dramatically between the teacher and the teacher aide positions:

- The official reasons given for leaving Head Start showed that the percentage of teachers leaving to take a better job was 57%, while the corresponding percentage of teacher aides leaving for that reason was 27%.
- The reasons given also showed that in only 12% of the teacher departures, the decision to leave was outside of the teacher's exclusive control. In contrast, 31% of the teacher aide departures were attributed to decisions outside of their own control.
- In approximately 40% of the departures of both teachers and teacher aides, the reason for leaving related to personal considerations of the employee.

Exhibit XV, following this page, lists the specific causes of departure within the above three major categories, along with the number of cases applicable to each official reason.

(2) The Departure of a Teacher Is More Likely To Be Harmful to the Education Component Than the Departure of a Teacher Aide

Intuitively, it would be expected that the departure of the teacher would have the greater impact. Although 54% of the teacher departures were reported as harmful, 45% of

EXHIBIT XV

Office of Child Development
Department of Health, Education, and Welfare

OFFICIAL REASONS FOR TEACHER/TEACHER AIDE DEPARTURES

Not Exclusively the Employee's Decision	Teacher	Teacher Aide
Termination for cause	6	10
Layoff	1	11
Mutual program-employee decision	8	14
Job only temporary	0	3
	15	38
Employee Decision Concerning a Better Job		
More interesting position	9	3
Better paying position	25	18
Better opportunity	8	8
Better training	1	0
Transfer to public school system	3	1
Wanted more working time in a year	3	4
Wanted broader experience	1	0
	50	34
Personal Considerations		
Moved/married	18	13
Family problem	7	8
Illness	9	9
Pregnancy	6	6
To pursue education	10	8
Transportation problems	1	0
Didn't need to work any longer	1	4
Retired because of age	8	0
Personal reasons	2	4
	62	52

teacher aide departures were also so reported. The largest gap between the two positions was found in the response denoting no impact.

- For 35% of the teachers, there was no impact.
- For 45% of the teacher aides, there was no impact.

Employee departures were deemed helpful in a slightly higher proportion of teacher instances (11%) than teacher aide instances (8%).

(3) The Vacated Position Was More Often Filled From Within for Teachers and by External Hire for Teacher Aides

Among the responses given for teachers, 44% of the vacancies had been filled from within, and only 30% had been filled by external hire. Conversely, 44% of teacher aide vacancies were filled by external hire, and 40% of such vacancies had been filled from within.

Finding a replacement requires more time in the case of teachers than in the case of teacher aides.

- Of 129 teacher vacancy status responses, 21 positions were intended to be filled but had not been filled.

- Of 129 teacher aide vacancy status responses, only 7 positions reflected a similar status.

For both teachers and teacher aides, the proportion of vacancy status responses reflecting abolishment of the position was about 5%, as was the proportion reflecting organizational indecision about whether the vacancies would be filled.

VII. RECOMMENDATIONS CONCERNING DATA COLLECTION FROM HEAD START ORGANIZATIONS

As discussed in Chapter III, the data collection techniques in this study were unable to produce a consistent, accurate response by Head Start organizations to monthly reporting requirements. As a result of this experience, we present below four factors that should be borne in mind when considering the establishment of reporting systems for Head Start organizations.

1. THE INCENTIVES TO COMPLY WITH REPORTING REQUIREMENTS

Reporting requirements must be accompanied by either understanding of the importance of the reports and meaningful feedback of summary data in return for compliance or the threat of funding agency unhappiness toward noncompliance. Since the programs during the retrospective phase felt that something was to be gained from the study and that the regional offices were urging their participation, all organizations except one were willing to participate to the extent of permitting site visits by our consultants. A much greater proportion (68%) of these organizations, however, was delinquent in submitting all the requested data.

By contrast, during the prospective phase, five organizations refused to participate and 97% of the organizations failed to submit all of the data, which admittedly involved more work for the organizations because of the multiple submissions required.

2. REASONABLENESS OF EFFORT REQUIRED

Many Head Start employees rebel against "paperwork" because they feel that it detracts from time otherwise spent serving children and the community. In many organizations, a significant increase in reporting requirements would require more manpower than that which is available within existing staffs.

Before introducing more requirements, an assessment should be made of the total body of reporting requirements already imposed on the organizations to determine if system streamlining can be accomplished and if additional data needs can be fulfilled through integration with existing systems.

3. TRAINING

Although our instructions for the Monthly Mobility Summary Sheet for the prospective phase provided a simple cross-check formula for verifying the accuracy of numerical data, many organizations submitted erroneous reports until the verification process had been explained several times.

If reporting requirements are at all complex, on-site training should be provided before implementing the system. Site visits not only provide the opportunity for training but also seem to add to the motivation for compliance with data requests.

In the retrospective study, 84% of the organizations visited that received Delegate Agency Project Data Questionnaires completed and returned them. The comparable response rate for organizations not visited was 46%.

4. APPROPRIATENESS OF REPORTING REQUIREMENTS

The nature and timing of the data required should dictate the appropriateness of establishing ongoing reporting requirements. Basic information that must be maintained on a current basis in order for the Office of Child Development to manage its affairs is appropriately obtained through a reporting system.

Examples of information that should be gathered frequently are:

- Expenditures under an OCD grant
- Changes in grantee/delegate agency

Examples of information that should be gathered on a regular basis, but with less frequency than the above two examples, are:

- Changes in number of centers
- Changes in number of children enrolled
- Changes in total number of employees

On the other hand, information on such topics as employee mobility can be adequately obtained through a one-time study, as was the case in the retrospective phase of this study. Even in that case, however, system improvements should include the establishment of better record-keeping systems at the programs, so that data are accessible when a retrospective examination is made.

APPENDIX A (1)

Form Approved
OMB No. 85-S72023

MONTHLY MOBILITY SUMMARY SHEET

SURVEY I.D. _____ MONTH OF _____

Component	A. Number of Staff Positions on Previous Report	Personnel Entering the Component				
		B. Number Hired From Outside Head Start	C. Number Transferred From Grantee	D. Number Transferred From Delegate Agency	E. Number Transferred From Another Head Start Component	F. Total - B+C+D+E
1. Education Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
2. Health Services Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
3. Social Services Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
4. Parent Involvement Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
5. Nutrition Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
6. Staff Training Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
7. Volunteer Program Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
8. Administration Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
9. Psychological Services Component						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___
10. Unduplicated Total						
Professional Staff	___	___	___	___	___	___
Paraprofessional Staff	___	___	___	___	___	___

APPENDIX A (2)

MONTHLY MOBILITY SUMMARY SHEET
SURVEY I.D. _____ MONTH OF _____

			Promotions/Demotions Within Components		Personnel Leaving the Components					
	G. Number of Staff Positions End of Month		H. Number of personnel movements within this component		I. Personnel moved out of this component to another Head Start component			J. Personnel leaves due to lateral transfers out of Head Start Program	K. Personnel losses due to registration and termination	L. Total I+J+K
Component	Full Time	Part Time	Promotions	Demotions	Promotions	Lateral	Demotions			
1. Education Program Component										
Professional Staff										
Paraprofessional										
2. Health Services Program Component										
Professional Staff										
Paraprofessional										
3. Social Services Program Component										
Professional Staff										
Paraprofessional										
4. Parent Involvement Program Component										
Professional Staff										
Paraprofessional										
5. Nutrition Program										
Professional Staff										
Paraprofessional										
6. Staff Training Program										
Professional Staff										
Paraprofessional										
7. Volunteer Program										
Professional										
Paraprofessional										
8. Administration										
Professional										
Paraprofessional										
9. Psychological Services										
Professional										
Paraprofessional										
10. Unduplicated Totals										
Professional										
Paraprofessional										

INSTRUCTIONS FOR MONTHLY MOBILITY SUMMARY SHEET

1. When referring to an employee who works in more than one component, record him in each one of the components in which he participates. For example, an individual who works in both the Parent Involvement Component and the Social Services Component should be counted as one staff person in each one. However, he should only be included once when calculating the Unduplicated Total line.

2. On the first page, in showing movement into components, count employees in the position and component they are entering.

3. On the second page, in showing movement upward or outward, count employees in the position from which they were moving. For example:

   - A promotion from teacher aide to teacher should appear as "a promotion of a paraprofessional within the Education Component."

   - A promotion from cook aide to assistant teacher should appear within the Nutrition Component as a promotion of a paraprofessional to another Head Start Component.

4. The Administration Component should include personnel who provide services which are not unique to any other component. Examples are:

   - Secretary, clerk
   - Driver
   - Custodian

5. For purposes of this study, please make the distinction between Professional and Paraprofessional employees as shown below. If you have employees in positions not listed, please apply your own definition for them.

Professional	Paraprofessional
Administrative	Secretary, Clerk
Teacher	Teacher's Aide
Psychologist	Social Worker Aide
Counselor	Health Aide
Speech Therapist	Nutritionist Aide
Social Worker	Cook
Consultant	Driver
Physician	Custodian
Dentist	
Nurse	
Physical Therapist	
Nutritionist	
Component Coordinator	

6. Treat each personnel action as a separate event, e.g. two promotions or a promotion and a termination count as two events, even if they involve just one employee.

7. The following definitions apply to types of mobility:

   - Promotions mean the upward changing of job category, e.g., Teacher to Lead Teacher.

   - Demotions mean the downward changing of job category.

   - Lateral transfers mean movements between approximately the same organizational level and salary level, e.g., Teacher Aide to Social Work Aide.

8. The following is a check for accuracy:

   - Each of the categories are lettered A through L. After determining the mobility for the month, check the totals by using the formula:

$$G = A + F - L, \text{ for each component}$$

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APPENDIX A (5)

SURVEY I.D. NO.________

PROSPECTIVE STUDY
FORMER EMPLOYEE QUESTIONNAIRE

1. How long ago did you leave Head Start? ________________ weeks

2. How long before you left Head Start did you decide to leave?

   a. ☐ weeks

   b. ☐ it was not my decision to leave

3. What was your last position with Head Start?

   Job Title ______________________

4. What earlier position(s) did you have in Head Start?

   Job Titles: ______________________

   ____

   ____

5. Was Head Start your first job? (check one)

   a. ☐ Yes b. ☐ No

   If not, how many other jobs have you had in the past four years ? ______________

6. Are you now working full time? a. ☐ Yes b. ☐ No
   part time? a. ☐ Yes b. ☐ No

7. If you are not now working , are you ---

   a. ☐ Looking only for a full time job

   b. ☐ Looking only for a part-time job

   c ☐ Looking for either a full time or part-time job

   d. ☐ Not interested in a job

   (check one of the above)

8. If you are working now, what is the title of your job?

   ____

9. Is this work similar to your Head Start job? (check one)

   a. ☐ Yes b. ☐ No

   If yes, how is it similar? ____

   ____

Survey I.D. No.__________

10. Did the work and training you got in Head Start help prepare you for the job you have now? (check one)

a. ☐ Yes   b. ☐ No

11. Compared with your last position in Head Start, is your present salary: (Check one)

a. ☐ Higher   b. ☐ About the Same   c. ☐ Lower

12. What were your original reasons for deciding to work in Head Start? (check the two best answers)

a. ☐ The work seemed interesting
b. ☐ The pay seemed good
c. ☐ The chances to get ahead seemed good
d. ☐ The people there seemed nice
e. ☐ The training seemed good
f. ☐ The work seemed easy
g. ☐ My family and friends thought it was a good job
h. ☐ It was a steady job
i. ☐ It let me do useful things for other people
j. ☐ I liked working with children
k. ☐ The hours were good
l. ☐ Other, specify______________________

13. Did your feelings toward Head Start change during the time you were working for the program?

a. ☐ Yes   b. ☐ No

If yes, answer Question 14

14. How did your feelings about Head Start change? (Check the two best answers)

a. ☐ Decided the work was not interesting
b. ☐ Decided the pay was too low
c. ☐ Decided the chances to get ahead were not good
d. ☐ Decided Head Start supervisors were difficult to work for
e. ☐ Decided Head Start co-workers were difficult to work with
f. ☐ Decided the training was not so useful
g. ☐ Decided the work demanded too much of my time
h. ☐ Decided that working with children was too hard
i. ☐ Decided my job was very uncertain, that is I did not know how long the program would last
j. ☐ Decided the work I was doing was not really helping other people
k. ☐ Decided that I was spending too much time on things that were not important
l. ☐ Other, specify:______________________________________

____

15. What was the reason given for your leaving Head Start?

____

Survey I.D. No. ______________

APPENDIX A (7)

Did you have other reasons? (check one, two or three most important answers)

a. ☐ Pay was to low
b. ☐ Hours were too short
c. ☐ Couldn't get the training I wanted
d. ☐ Didn't get along with supervisors
e. ☐ Didn't get along with co-workers
f. ☐ No chance for promotion
g. ☐ Found a better job
h. ☐ Poor program equipment/supplies
i. ☐ Didn't like to work
j. ☐ Head Start didn't have enough money to keep me
k. ☐ The job didn't use my skills very well
l. ☐ Too many people/children assigned to me
m. ☐ Dangerous/unpleasant location of job
n. ☐ Program does not do things it should
o. ☐ People have problems getting things done in program
p. ☐ Personal or family responsibilities
q. ☐ Other, specify; ______________________
r. ☐ I had no other reasons for leaving

Why did you take your present job? (check two most important)

a. ☐ The work seems interesting
b. ☐ The pay is good
c. ☐ The hours are good
d. ☐ The supervisors
e. ☐ The other workers seem nice
f. ☐ I can get good training
g. ☐ The work seems easy
h. ☐ The job is located in good neighborhood
i. ☐ The job seems to provide good equipment supplies
j. ☐ You seem to be able to get alot of things done without problems
k. ☐ It will let me do good things for other people
l. ☐ It seems to be a job I could keep for a long time
m. ☐ The chances to get ahead seem good
n. ☐ My family and friends thought it would be a good job
o. ☐ Other, specify; ______________________

What do you feel were the biggest problems in getting along with supervisors in Head Start? (check none, one, two or three, depending on what answers best apply)

a. ☐ They didn't trust their employees enough
b. ☐ They didn't support their employees enough
c. ☐ They criticized too much
d. ☐ They didn't ask employees for their ideas
e. ☐ They didn't tell their employees what was going on
f. ☐ They didn't know the problems of their employees
g. ☐ They didn't use the ideas their employees had
h. ☐ They gave their employees too much hard work
i. ☐ Other problems, specify; ______________

____

What do you feel were the biggest problems in getting along with other workers? (check none, one, two or three, depending on what answers best apply)

a. ☐ People didn't help each other enough
b. ☐ People didn't tell each other what they were doing
c. ☐ People criticized each other too much
d. ☐ People didn't care whether they did a good job or not
e. ☐ Other problems, specify; ______________

____

Do you think parents of Head Start children should have had (check one)

a. ☐ More to say about the program
b. ☐ Less to say about the program

Why? (specify) ____

____

Survey I.D. NO. ______________

21. Approximately how many training courses did you take in Head Start?

a. Pre-service training ☐ Yes ☐ No

b. In-service training courses ______________ (number)

c. Leadership Development courses ______________ (number)

d. Supplementary (college) courses ______________ (number of credit hours)

22. Did you get the kind and amount of training you wanted?

a. ☐ Didn't get the kind I wanted - Why not? ______________

b. ☐ Got alittle but not enough - Why not? ______________

c. ☐ Got enough of the kind I wanted

23. If you received supplementary (college) training while in Head Start, please answer this question.

Did supplementary (college) training help you get a better job outside of Head Start? ☐ Yes ☐ No

Did it help you do your job better in Head Start? ☐ Yes ☐ No

24. If you received supplementary training in the Head Start, in what field did you receive that training? (check one)

a. ☐ Education

b. ☐ Medical, Health

c. ☐ Social Work

d. ☐ Nutrition

e. ☐ Psychology

f. ☐ Other, specify______________

25. If you did not receive supplementary (college) training in Head Start, were you interested in taking supplementary training? (check one)

a. ☐ Yes

b. ☐ No, Why? ______________

c. ☐ Not applicable, I already had a degree

26. If you were interested in, but you did not receive, supplementary training, please answer this question

Did your Head Start program provide an adequate training opportunity for you to obtain a degree?

a. ☐ Yes

b. ☐ No, because: (check one):

1. ☐ Only a few people in Head Start got to take courses
2. ☐ Head Start training funds were not available in my field of interest
3. ☐ The program did not allow time off when the the training was held
4. ☐ Not enough different courses were available in my field of interest
5. ☐ Other reasons related to the provision of training

Were there other reasons not related to the Head Start program's provision of training which prevented you fr getting training for a degree or certification? (check one or two)

1. ☐ To difficult to work at full-time job and take courses too
2. ☐ Family responsibilities
3. ☐ Difficulty of getting to location of training
4. ☐ It would have taken to long to complete the training when I c only attend courses on a part- basis
5. ☐ Other reasons, specify: ______________

____

Survey I.D. No. ______________

27. In general, how did you feel about Head Start (choose two best answers)

a. ☐ Was good for children
b. ☐ Was good for parents
c. ☐ Was good for the community
d. ☐ Did not really help much
e. ☐ Other, specify; ______________

28. How much do you feel your work helped your Head Start program? (check one)

a. ☐ Didn't make much difference
b. ☐ Helped a little but not enough
c. ☐ Was very helpful

29. Have any of your children attended Head Start? (check one)

a. ☐ Yes b. ☐ No

30. Were you hired from the Head Start community? (check one)

a. ☐ Yes b. ☐ No

31. What is your age ______ years

32. Are you: a. ☐ male b. ☐ female (check one)

33. Are you:

a. ☐ Black
b. ☐ Mexican-American
c. ☐ Other Spanish surnamed American
d. ☐ American Indian
e. ☐ Other white
f. ☐ Oriental
g. ☐ Other, specify; ______________

34. How many years of school have you finished? (check one)

a. ☐ 1-8 grade school
b. ☐ 9-11 some high school
c. ☐ Received a high school diploma
d. ☐ Some college
e. ☐ Received an Associate Degree
f. ☐ Received a Bachelor's Degree
g. ☐ Other, specify; ______________

35. What is your main field of training? (check one)

a. ☐ none
b. ☐ Education, child development
c. ☐ Medical and health
d. ☐ Social work
e. ☐ Nutrition
f. ☐ Psychology
g. ☐ Other, specify; ______________

36. How many hours a day did you work in Head Start? ______________________

37. How many weeks a year did you work in Head Start? ______________________

38. What was your salary when you left Head Start $____________per year
or $__________per week or $____________per hour (give one)

39. What is your salary on your new job? $____________per year or $____________per week
or $______________ per hour (give one)

40. How many weeks per year do you work on your current job? ______________________

41. For how many hours a day are you paid on your current job? ______________________

This is the end of the questionnaire. Please enclose it in the envelope we have provided and mail it to our office in Washington. Thank you very much for your help.

Form Approved
OMB No. 85-S72024

Column Punch

SURVEY I.D. NUMBER ______________

PROSPECTIVE PHASE
HEAD START STAFF MOBILITY STUDY
CONFIRMATION OF EMPLOYEE DEPARTURE AND REASONS*

Name of Former Employee ____________________________________
Last First Middle

Last Known Address of Former Employee ____________________________________

____

Resignation/Termination Date ____________________________________

Last Head Start Position ______________ Head Start Component ______________

Person Completing This Form:

Name: ______________________________

Position: ______________________________

Date: ______________________________

The Primary Source of Information Regarding This Employee Is: (check one)

☐ Personal familiarity

☐ Records

☐ Hearsay

---

*The Head Start supervisor most familiar with this former employee should complete this form.

Colum

Survey I.D. Number ____________________

1. What was the official reason for the employee's leaving the program?

   a. ☐ Termination by program for cause.
   b. ☐ Layoff by program due to funding problems.
   c. ☐ Layoff by program because of Parent's Policy Committee wishes.
   d. ☐ Mutual program employee decision.
   e. ☐ Found more interesting position.
   f. ☐ Found better paying position.
   g. ☐ Found better opportunity for advancement.
   h. ☐ Found better training program.
   i. ☐ Unknown to program.
   j. ☐ Others, specify: ______________________________________

   ____

2. If there were other reasons for the employee leaving program employment, what do you you think the major reason was?

   a. ☐ Same as answer to Question 1.
   b. ☐ Termination by program for cause.
   c. ☐ Layoff by program due to funding problems.
   d. ☐ Layoff by program because of Parent's Policy Committee wishes.
   e. ☐ Mutual program employee decision.
   f. ☐ Unknown to program.
   g. ☐ Others, specify: ______________________________________

   ____

3. If the program terminated the employee, what was the reason?

   a. ☐ Inability to perform duties.
   b. ☐ Inability to accept direction, regulations.
   c. ☐ Inability to work with professional staff.
   d. ☐ Inability to work with paraprofessional staff.
   e. ☐ Inability to work with volunteers.
   f. ☐ Inability to work with children.
   g. ☐ Inability to work with Parent's Policy Committee.
   h. ☐ Personal weaknesses (absence, lateness, unreliability).
   i. ☐ Personal instability (outbursts, pouts).
   j. ☐ Other, specify: ______________________________________

   ____

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4. If laid off, how was this employee chosen?

a. ☐ Abolishment of job category.
b. ☐ Least seniority within job category.
c. ☐ Ranking by Parent's Policy Committee
d. ☐ Other, specify: ______________________________

____

5. If employee left by mutual decision, what was the reason for this decision?

a. ☐ Difficulties in performing duties.
b. ☐ Difficulties in accepting direction, regulations.
c. ☐ Difficulties in working with professional staff.
d. ☐ Difficulties in working with paraprofessional staff.
e. ☐ Difficulties in working with volunteers.
f. ☐ Difficulties in working with children.
g. ☐ Expressed feelings of dissatisfaction with program.
h. ☐ Expressed feelings of dissatisfaction with staff.
i. ☐ Personal problems (health, family).
j. ☐ Personal traits.
k. ☐ Others, specify: ______________________________

____

6. What were the employee's general relationships with the Head Start officials he came in contact with?

a. ☐ Highly satisfactory.
b. ☐ Satisfactory.
c. ☐ Unsatisfactory.
d. ☐ Very unsatisfactory.
e. ☐ No contact.

7. What were the employee's general relationships with supervisors.

a. ☐ Highly satisfactory.
b. ☐ Satisfactory.
c. ☐ Unsatisfactory.
d. ☐ Very unsatisfactory.

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8. What were the employee's general relationships with coworkers?

- a. ☐ Highly satisfactory.
- b. ☐ Satisfactory.
- c. ☐ Unsatisfactory.
- d. ☐ Very unsatisfactory.

9. If the employee had a supervisory position, what were his general relations with subordinates?

- a. ☐ Highly satisfactory
- b. ☐ Satisfactory
- c. ☐ Unsatisfactory
- d. ☐ Very unsatisfactory

10. In general, how satisfied did the employee seem with his work?

- a. ☐ Very satisfied
- b. ☐ Average
- c. ☐ Very dissatisfied

11. What impact did this employee's departure have on his program component?

- a. ☐ Harmful
  - 1. ☐ Mildly
  - 2. ☐ Moderately
  - 3. ☐ Extremely
- b. ☐ Helpful
  - 1. ☐ Mildly
  - 2. ☐ Moderately
  - 3. ☐ Extremely
- c. ☐ None

12. What impact has employee's departure had on the overall program?

- a. ☐ Harmful
  - 1. ☐ Mildly
  - 2. ☐ Moderately
  - 3. ☐ Extremely
- b. ☐ Helpful
  - 1. ☐ Mildly
  - 2. ☐ Moderately
  - 3. ☐ Extremely
- c. ☐ None

13. What is the current status of the position vacated by the employee?

- ☐ It has been filled from within program. The previous job title of the person who filled the vacant position was ______________________.
- ☐ It has been filled by external hire.
- ☐ Vacancy to be filled by suitable external hire when found.
- ☐ Decision concerning whether to fill position has not yet been completed.
- ☐ Position has been abolished.

If the position is currently filled please answer the following:

14. Length of time to find replacement ____________ (months).

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15. Approximate time for replacement to become able to fully assume responsibility for this position

_____________________ (months)

16. Time replacement spent in formal training/orientation program for this position

_____________________ (hours)

17. What is the salary of the replacement?

$ _________________ per year

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APPENDIX B (1)

MOBILITY RATES IN ORGANIZATIONS WHICH PARTICIPATED IN BOTH PHASES OF THE STUDY

Organization	Turnover Rate			Promotion Rate		
	Retrospective (1972)	Prospective (1973)	Change	Retrospective (1972)	Prospective (1973)	Change
STRATUM A						
Addie Mae Collins Comm. Service New York, N.Y.	14.8%	15.3%	+	3.7%	0	-
Bedford Stuyvesant Youth Action New York, N.Y.	24.4%	17.2%	-	15.8%	0	-
Bloomingdale Family Program New York, N.Y.	12.5%	7.1%	-	12.5%	0	-
Capital Head Start Washington, D. C.	22.3%	11.0%	-	12.9%	0	-
Board of Education Chicago, Illinois	9.3%	17.9%	+	0.7%	0	-
Marcy-Newberry Association Chicago, Illinois	62.5%	90.0%	+	12.5%	0	-
Child Care & Dev. Serv. Los Angeles, California	13.3%	40.1%	+	4.9%	5.1%	+
Delta Sigma Theta Head Start Los Angeles, California	4.5%	16.9%	+	2.2%	3.8%	-
Federation Pre-School and Comm. Educ. Los Angeles, California	17.3%	0	-	1.9%	0.9%	-
Frederick Douglass C. D. Ctr. Los Angeles, California	1.7%	0	-	7.6%	0	-
Seattle Public Schools Seattle, Washington	32.6%	2.1%	-	6.5%	2.1%	-
Stratum A Average	19.6%	19.8%		7.4%	1.1%	
Weighted Totals for All Programs	14.9%	18.0%		7.4%	1.1%	
STRATUM B						
Montgomery County CAA Montgomery, Alabama	3.4%	11.7%	+	7.1%	2.0%	-
Coahoma Opportunity Clarksdale, Mississippi	5.2%	6.9%	+	0.5%	2.9%	+
Delta Hills Educational Assoc. Sardis, Mississippi	0	1.9%	+	3.2%	6.3%	+
Inst. of Comm. Serv., Rust College Holly Springs, Mississippi	5.3%	4.6%	-	14.0%	6.4%	-
Tri-County Comm. Action Laurinburg, North Carolina	2.3%	3.1%	+	1.6%	0.8%	-
Day Care Services for Children Milwaukee, Wisconsin	26.5%	7.7%	-	38.2%	0	-

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APPENDIX B (2)

Organization	Turnover Rate			Promotion Rate		
	Retrospective (1972)	Prospective (1973)	Change	Retrospective (1972)	Prospective (1973)	Change
Economic Opportunity Found. Kansas City, Kansas	9.1%	12.9%	+	0	0	NC
Bonner Springs School Dist. #1 Bonner Springs, Kansas	27.3%	30.3%	+	0	0	NC
Denver Public Schools Denver, Colorado	100.0%	0	-	0	0	NC
United for Progress Denver, Colorado	14.3%	23.0%	+	0	0	NC
Council for Better Educ., Inc. Santa Ana, California	15.4%	23.1%	+	23.1%	0	-
Alvord Unified School District Riverside, California	0	0	NC	0	0	NC
San Jacinto School District Riverside, California	15.8%	71.4%	+	5.3%	0	-
Stratum B Average	17.3%	15.1%	-	7.2%	1.4%	-
Weighted Totals for All Programs	8.6%	9.3%		9.4%	2.4%	
STRATUM C						
Worcester School Dept. Worcester, Massachusetts	11.7%	11.6%	-	19.2%	2.1%	-
Montgomery Co. Public Schools Rockville, Maryland	6.2%	15.0%	+	4.9%	3.5%	-
Shore-Up, Inc. Salisbury, Maryland	25.0%	24.7%	-	25.0%	1.9%	-
Lowndes Co. Board of Educ. Haynesville, Alabama	3.2%	9.1%	+	0	0	NC
West Lake Cumberland Dev. Council Columbia, Kentucky	0	2.1%	+	11.4%	0	-
Family Services, Inc. Winston-Salem, North Carolina	26.8%	16.6%	-	9.9%	18.0%	+
Mo. Ozarks Econ. Oppor. Corp. Richland, Missouri	9.6%	9.0%	-	0	0	NC
Tacoma School District Tacoma, Washington	17.5%	13.5%	-	15.8%	3.8%	-
Stratum C Average	12.5%	12.7%	+	10.8%	3.7%	-
Weighted Totals for All Programs	14.1%	16.3%		10.5%	5.2%	
STRATUM D						
York Co. Comm. Action Corp. Alfred, Maine	13.0%	0	-	0	0	NC
Greater Lawrence CAC Lawrence, Massachusetts	7.4%	15.1%	+	22.2%	0	-

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APPENDIX B (3)

Organization	Turnover Rate			Promotion Rate		
	Retrospective (1972)	Prospective (1973)	Change	Retrospective (1972)	Prospective (1973)	Change
Cranston Community Action Cranston, Rhode Island	0	27.3%	+	0	0	NC
Scott County School Board Gale City, Virginia	18.2%	93.1%	+	9.1%	0	-
Community Improvement Coun. Danville, Virginia	35.0%	10.8%	-	5.0%	0	-
Mooresville Public Schools Mooresville, New Orleans	0	0	NC	0	0	NC
Garrett-Keyser-Butler School Dist. Garrett, Indiana	0	0	NC	0	0	NC
Muskegon Public Schools Muskegon, Michigan	11.5%	10.5%	-	0	0	NC
Coshocton County Head Start Coshocton, Ohio	0	24.0%	+	0	16.0%	+
Delta Comm. Action Found. Duncan, Oklahoma	50.0%	35.6%	-	0	5.1%	+
Thompson School District Loveland, Colorado	33.3%	45.4%	+	11.1%	0	-
Development Opportunity, Inc. Oregon City, Oregon	35.0%	10.4%	-	0	0	NC
Stratum D Average	17.0%	22.7%		4.0%	1.8%	-
Weighted Totals for All Programs	21.9%	25.1%		7.2%	3.2%	
All Strata Average	16.6%	17.6%		7.4%	2.0%	
Weighted Totals for All Programs	14.6%	16.0%		8.7%	2.9%	

NOTE: All mobility rates are unweighted averages except where otherwise noted.

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